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ABSTRACT

A study was conducted of 11 private liberal arts colleges, all members of the Associated Colleges of the Midwest, to relate the career experiences of four graduating classes to their college experiences. The study was conducted as part of the National Project 1, Better Information for Student Choice, supported by the Fund for the Improvement of Postsecondary Education. Answers were sought to the following questions: how many liberal arts graduates are employed and unemployed, how many have gone on to graduate or professional schools, who their employers are, the kinds of work they do, and how they feel about their college experience in relation to their employment. Questionnaires were sent to approximately 3,000 1975 graduates and 3,000 others from among the graduates of 1970, 1965, and 1960. Rates of return were 61 percent for the 1975 graduates and 51 percent for the others. Findings are presented in three sections: for those who moved directly into full-time employment, those who entered graduate or professional school directly after college, and the graduates as a whole. Sample questionnaires are included. (SW)

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CAREER PATTERNS, EMPLOYMENT AND EARNINGS OF GRADUATES OF 11 ACM COLLEGES

Patricia Wishart and Jack Rossmann

Final Report
to the
Fund for the Improvement of Postsecondary Education

The Associated Colleges of
the Midwest
18 South Michigan Avenue
Chicago, Illinois 60603

Patricia Wishart, Project Director

December 19, 1977

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As one of four resource agencies on the task force charged with illustrating the development of comparable information, ACM chose to demonstrate how colleges or a group of colleges might collect information about their graduates that would be comparable across institutions and over time. The findings on career patterns, employment and earnings of recent graduates of ACM colleges, and of graduates five, ten and fifteen years out, are presented here.

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Beloit - John Biester, Don Moffett
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Lawrence - Harry Kisker
Macalester - Sandra Hoffman, Sue Lund
Monmouth - Elwood Ball
Ripon - Owen McCusker, Robert Wilson
St. Olaf - Joe Wandke

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III
Introduction

Eleven private liberal arts colleges--all members of the Associated Colleges of the Midwest (ACM)--have cooperated in this study. It seeks to relate the career experiences of four graduating classes, those of 1975, 1970, 1965 and 1960, to their college experiences.

Although firmly dedicated to the liberal arts tradition, 11 of 13 ACM colleges chose to participate in this study that is concerned principally with the career patterns, employment and earnings of their graduates. Certainly no one of these institutions would accept so limited a measure as this of a college education's value. They do not agree that the goal of college is to prepare students for the highest paying jobs, or to supply trained manpower to fit the latest demands of the market, but they also reject the notion that there is a dichotomy between liberal arts training and vocational achievement.

The number of "professional" or "career-oriented" majors these colleges offer is limited: only one college offers business administration apart from the economics department; only two offer on-campus nursing programs (although many offer a joint program with Rush Medical School); and not all offer education majors. As the study found, on the average, fewer than 15% of the 1975 ACM college graduates majored in these fields, the range being from 2% at one college to 38% at another. But even those who did major in a professional discipline pursued their studies within the greater context of the liberal arts.

Because the colleges--and the graduates, too, as this survey was later to reveal--believe the liberal arts education is among the best of available collegiate choices, the decision to participate in the study was viewed as timely. Prospective students cannot make an informed decision about colleges on the basis of inaccurate material. Much information that prospective students received from the news media during the first half of this decade downgraded the value of a college education in general and a liberal arts education in particular.

Some writers for national publications charged that colleges are producing millions of "overeducated" individuals unfit for any available work and vying for the scant 20% of all jobs that are "worthy" of college graduates. Seldom did anyone point out, as did Virginia Smith, former director of the Fund for the Improvement of Postsecondary Education (FIPSE), the futility of vocational education in college. Observing that the remaining 80% of jobs have skills that can be learned in six weeks, she asks: "Why would we be so shortsighted and so impractical as to waste four years on preparation for initial entry to that kind of job market?" (1) As she went on to explain in a later interview:

> You talk to employers, and they're primarily interested in getting people who can make good judgments, who can think critically, who can synthesize material, who can analyze and solve problems. I am not certain that you get that in a narrow vocational program. I think you can get it in liberal arts programs if you have those abilities in mind. (2)

As this study shows (page 70) ACM college graduates awarded their colleges the highest marks for helping them develop the capacity to think analytically.

The attacks that were being launched against liberal arts graduates at the time the decisions were made to proceed with this study were especially hostile. One national news magazine lamented the "special plight" of these graduates, claiming that their unemployment rate was twice the national average. Many faculty members and administrators at ACM colleges believed these charges to be groundless. Some of the colleges had conducted ad hoc studies that refuted them. But there was a lack of extensively collected, carefully analyzed data that could provide, preferably on a consortium-wide basis, a real understanding of how liberal arts graduates fare in the employment market--how many are employed and unemployed, how many have gone on to graduate or professional schools, who their employers are, the kinds of work they do, and how they feel about their college experience in relation to their employment.

Answers to these questions were sought by sending questionnaires to approximately 3,000 1975 graduates of 11 ACM colleges and 3,000 others from among the graduates of 1970, 1965 and 1960. Rates of return were 61% for the 1975 graduates and 51% for the 1960-1970 graduates. Additional information on the methodology of the study is reported on pages 86-91. The questionnaire that was sent to these alumni in early 1976 focussed deliberately on the narrow issue of postgraduate experience in the labor market, rather than on the whole range of less tangible but more basic benefits of a liberal arts education. The results come with an element of paradox: These colleges, offering very little direct vocational training and deeply committed to other values, have produced graduates who in the difficult recession labor market of early 1976 did very well indeed. To summarize, very briefly, some of the findings:

- Six to nine months after graduation, 95% of the 1975 graduates were employed, in graduate or professional school, or engaged in some activity other than seeking employment.
- Only 4% of men and 5% of women were unemployed and seeking work. Even when adjusted for conformity with labor force definitions, these rates were below the national average, then 7.5%, and well below the then 13% unemployment rate for those 20-24 years old.

- 36% of the men and 22% of the women were in graduate or professional schools. Over 80% of both sexes hoped to earn a higher degree eventually, a not entirely unrealistic expectation: for example, 69% of the male and 33% of the female graduates of 1965 reported they have already earned higher degrees.
- Of the 1975 graduates employed full-time, 62% of the men and 69% of the women were already occupying those jobs considered "worthy" of college graduates--the professional, technical, managerial and administrative positions. (The women's rate was higher than the men's primarily because of the number of women in teaching positions.)
- 59% of the men 1975 graduates and 33% of the women found employment in private business and industry, a rate which, for the men, was considerably higher than the percentage of male graduates of earlier classes who reported such employers.
- When asked how satisfied they were with the college they had attended, "in terms of employability only," 85% of the men and 83% of the women said they were generally satisfied and would not, in hindsight, choose any other option.

IV

The Graduates: Those Who Moved Directly Into Full Time Employment

During the early months of 1976, members of the Class of 1975 reported themselves in varied activities. For 48% of the men and 56% of the women, full time employment was the primary current activity; another group, 36% of the men and 22% of the women (high rates compared with most college graduates), was enrolled in graduate or professional school.

The higher proportion of full time employment among 1965 and 1960 graduating classes revealed by Table IV-1 includes, of course, many who have completed their post-graduate training and moved into full time jobs. Since many of the 1975 graduates intend to enroll in post-graduate education at a later date, this relationship between graduate school enrollment and full time employment will be a shifting one. As other studies of college graduates have shown, fewer of the 70's graduates go directly into professional and graduate schools than did the 60's graduates; 5 to 15 years later, however, the percentages of a class with this experience may be about the same (3).

Primary Current Activity

Table IV-1 compares the Class of 1975's primary activities with the earlier classes' current activities (not with their primary activity immediately after graduation). The sharp differences in percentage employed or in graduate or professional school reflect primarily the longer post-collegiate careers of the earlier graduates. (See Appendix Tables 1A and 1B, pages 116 and 117, for college-by-college details.)

TABLE IV-1

Primary Current Activity, 1975 and
Earlier Graduates, by Sex
(in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Primary Activity	Men	Women	Men	Women	Men	Women	Men	Women
Employed full time	48%	56%	76%	62%	92%	32%	93%	29%
In grad. or professional school	36	22	13	12	3	2	1	0
Employed part time	5	8	3	5	1	9	2	10
Household duties (unpaid)	0	2	0	14	0	53	0	57
Unemployed but seeking employment	4	5	2	3	1	1	2	0
Other[1]	7	7	6	4	3	3	2	4
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	854	848	234	238	362	300	206	156

[1] Includes military or foreign service, VISTA or Peace Corps service, teacher certification, vocational/technical or other non-graduate level educational programs, vacationing or travelling, and those unemployed but not seeking employment.

Changing patterns of women's activities are highlighted by contrasting the activities of 1975 and 1970 female graduates with those of 1960 and 1965. Among women in the Class of 1975, 56% reported full time employment; for 1970 graduates, the figure was 62%, and only 32% of 1965 women graduates and 29% of the 1960 women graduates so reported. Even more striking is the changing percentage who said their primary current activity is "Household Duties": 2% of the 1975 women, 14% of the 1970 women, 53% of the 1965 women and 57% of the 1960 women. (During child-rearing years, these proportions may increase for women of the 70's.)

For men, the important difference between graduating classes over time lies in the rate of full time employment. Many men in the earlier classes, with graduate and professional study completed, are now primarily employed full time: 93% of the 1960 graduates and 92% of 1965's graduates. The transition from post-graduate education to employment is shown by the current activities of the Class of 1970. Among men, 76% are now in full time employment but 13% are in graduate school; among women, the corresponding figures are 62% and 12%. For both sexes, some graduates were completing higher degree programs begun immediately after graduation; others are only now starting programs after some years of employment.

For both men and women, the Class of 1975 contrasts with the earlier classes in the percentage of those unemployed and seeking employment. For the first quarter of 1976, unemployment rates among earlier classes ranged from 0 to 3%; among members of the Class of 1975, 4% of the men and 5% of the women respondents were unemployed and seeking work. This 1975 rate was obviously higher but it was remarkably low, compared with the national unemployment rate (defined slightly differently) of about 8% in January 1976 or the 13% unemployment rate for those in the 20-24 year group. (4)

Even at the peak of the recent period of unemployment, then, graduates of these colleges were not faring badly. In the first months of their entry into the labor market, their unemployment rates were but a fraction of the rate suffered by other young people who had joined the labor force some years earlier.

Generally, unemployment rates tend to decline with greater amounts of schooling. Among 16-24 year olds, for example, unemployment rates in early 1976 were lowest for those with 4 years or more of college, rose higher for those with 1 to 3 years of college, rose higher still for those who had only high school degrees, and were highest of all for those without high school diplomas. But in addition, for both ACM male and female 1975 graduates, unemployment rates in early 1976 were even lower than the nationwide college graduates' unemployment rate for the 16-24 year old group. (5)

Occupational Patterns of the Full Time Employed

In what type of work were 1975 graduates employed?

Seeking answers to this question, we have deliberately excluded from the tables that follow the many 1975 graduates and some from the Class of 1970 who were in graduate or professional school and at the same time holding temporary or part time jobs. We have chosen to limit our analysis to those graduates whose immediate post-college activity was full time employment: it covers those who faced the acid test of a "difficult" labor market.

The claim has been made that recent college graduates have been unable to find employment in professional and managerial "white collar" jobs. To test this hypothesis, the survey questionnaire was designed to include in its list of job titles (based on the official Dictionary of Occupational Titles) many outside the professional and managerial domain. Along with 51 titles in professional, managerial, administrative and technical fields, there were 6 sales and 15 clerical job titles listed. There were also 14 service titles (including bartender, waiter, police officer); and 16 crafts, operators and trades titles (including service station attendant, bus, taxi and truck driver and various skilled trades jobs), plus spaces for write-ins.

Is it true that a degree from a liberal arts college commands small respect in today's job market?

In some measure the answer is obvious. As an increasing supply of college graduates met dwindling employment demands in 1975 and 1976, labor market competition intensified. Employers with jobs to offer could and did demand ever higher qualifications.

How did the 1975 graduates of ACM colleges fare in the escalating competition for jobs? Data presented earlier show the low rate of unemployment among them. But what of the character of the jobs that were taken? Were the young people forced into jobs considered below their qualifications? We sought to provide answers to such basic questions.

Most 1975 graduates of these colleges--62% of the men and 69% of the women--were engaged in professional, technical, managerial and administrative occupations (Table IV-2). (See also Appendix 2A and 2B, pages 118, 119.) But it must be noted that approximately one-third of the 1975 male and female graduates were engaged in sales, clerical, service, and blue collar jobs--occupations which do not usually require a college degree. This figure is, of course, considerably less than the 73% of all employees nationally who hold jobs in these categories (6).

Early in 1976 a higher percentage of graduates of earlier classes, compared with 1975 graduates, did hold professional and managerial jobs: for example, 88%, 88% and 92% for the men of the classes of 1970, 1965 and 1960, respectively; and 73%, 93% and 86% for the women from those same classes. These of course are current jobs achieved five, ten and 15 years after graduation. On their first jobs after graduation, 34% of the male 1970 graduates were in the sales, clerical, service and blue collar category, as were 34% of the women. Thus, the proportion of graduates whose initial jobs were "lower level" has not changed significantly during this five-year period of time.

TABLE IV-2

Current Occupational Groups, Full Time Employed, 1975 and Earlier Graduates, by Sex (in percentages)

Occupational Group	1975 Graduates	1970 Graduates	1965 Graduates	1960 Graduates
	Men			
Professional and Technical	35%	53%	57%	51%
Managerial and Administrative	27	35	31	41
Farming and Forestry	1	1	2	0
Sales, Clerical, Service and Blue Collar	37	11	10	8
Total	100%	100%	100%	100%
N =	395	174	320	183
	Women			
Professional and Technical	46%	49%	70%	69%
Managerial and Administrative	23	24	23	17
Farming and Forestry	0	0	1	0
Sales, Clerical, Service and Blue Collar	31	27	6	14
Total	100%	100%	100%	100%
N =	467	137	89	42

Table IV-3 provides greater detail about the types of positions held by the employed 1975 and earlier graduates in early 1976. The titles of most of the occupational groups are self-explanatory. (See Appendix A-5, page 102, for a fuller definition of the D.O.T. coding and classification system used here.)

TABLE IV-3

Current Occupations, Full Time Employed,
1975 and Earlier Graduates, by Sex
(in percentages)

Occupation	1975 Graduates Men	1975 Graduates Women	1970 Graduates Men	1970 Graduates Women	1965 Graduates Men	1965 Graduates Women	1960 Graduates Men	1960 Graduates Women
Teachers, Elem. and Secondary	9%	22%	9%	20%	6%	34%	10%	50%
Life and Physical Sciences	11	5	13	9	12	8	11	2
College Teachers	0	0	3	3	14	6	12	5
Lawyers	0	0	13	2	8	1	6	0
Physicians	0	0	3	3	4	2	3	0
Other Professional and Technical	15	19	12	12	13	19	9	12
Managers and Administrators	13	7	21	10	24	11	33	5
Other Admin. Occupations	14	16	14	14	7	12	8	12
Farming and Forestry	1	0	1	0	2	1	0	0
Sales Workers	11	5	3	7	7	0	6	0
Clerical Workers	9	18	4	17	1	5	1	5
Service Workers	7	7	2	3	1	1	0	9
Blue Collar	10	1	2	0	1	0	1	0
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	395	467	174	137	320	89	183	42

Men and Occupations

The largest percentage of male 1975 graduates were in "Other Professional and Technical" occupations (15%; examples are librarians, research assistants, engineers, social workers, clergy, health care professionals except physicians), followed by "Other Administrative Occupations" (14%; examples are business management trainees, administrative assistants, and accountants), Managers and Administrators (13%), those in the Life and Physical Sciences (11%), Sales Workers (11%), those who are classified as Blue Collar Workers (10%), Elementary and Secondary Teachers (9%), Clerical Workers (9%), and Service Workers (7%).

Comparing 1975 men with earlier male graduates in the various occupational categories, it appears that the proportion of men in Elementary and Secondary Teaching is comparable with that of earlier classes, as is the proportion in the Life and Physical Sciences, in "Other Professional and Technical" and in "Other Administrative Occupations." As might be expected, the percentage who are Managers and Administrators is lower than the percentage achieved by earlier classes after several years in the labor force, and the percentage in Sales, Clerical, Service and Blue Collar jobs is higher than for the earlier graduates, many of whom did begin in these slots but have moved out of them.

Naturally, no 1975 graduate could have put in the years of training necessary to become a college teacher, physician, or lawyer. The number who are preparing for these occupations, however, is consistent with figures of earlier years. ACM colleges for a century or more have been known for excellent undergraduate preparation in these three fields and one other--the clergy. (Clergy are not shown separately in Table IV-3 but are subsumed under Other Professional and Technical.) Combining the numbers from earlier classes actually practicing these professions in the first quarter of 1976 with a conservative estimate of the 1975 graduates who will join them, it can be estimated that about one-quarter of employed men from ACM graduating classes regularly follow these professions: (In the table below, figures from Table IV-3 are recapitulated for the earlier classes; the 1975 figures represent those who were already in graduate/professional school in the appropriate disciplines in early 1976.)

Table IV-4A

College Teachers, Lawyers, Physicians and Clergy: 1975
Graduates Now in Graduate School in Preparation for These Fields and
Earlier Graduates Already Practicing Them Full Time, Men Only
(in percentages)

Profession		1975 Expected	1970 Actual	1965 Actual	1960 Actual
College Teachers		5%	3%	14%	12%
Lawyers		7	13	8	6
Physicians		8	3	4	3
Clergy		2	2	5	3
	Total	22%	21%	31%	24%
	N =	771	174	320	183

Using a less conservative estimate for 1975 male graduates--all those whose goals are these professions (whether or not they are now entered in the appropriate graduate school)--the 1975 total would be 34%, with college teachers and lawyers at approximately double the percentages shown here. Regardless of the estimate chosen as most likely, note that "College Teacher" was a specific option provided, distinguished in the questionnaire from options such as "Economist (non-teaching)," "Biological Scientist (non-teaching)," "Chemist (non-teaching)," and others.

Women and Occupations

The occupational distribution of 1975 female graduates diverges from the male pattern. Twenty-two per cent of the full time employed 1975 women were Elementary and Secondary Teachers. These were followed by 19% in "Other Professional and Technical," 18% in Clerical, 16% in "Other Administrative Occupations," 7% as Managers and Administrators, 7% in Service Occupations, and 5% each in Life and Physical Sciences, and Sales Occupations. Notably, elementary or secondary teaching is chosen by the largest group of women among all four of the classes surveyed. Approximately one-fifth of employed 1975 and 1970 graduates reported this occupation (see Table IV-3), as did 34% of employed women of the Class of 1965 and fully half the employed women of the Class of 1960. (In those earlier classes, a smaller percentage of women is employed outside the home and among these, teachers predominate.)

Teaching is the goal for a declining number of women graduates. Whether this is because of expanding opportunities elsewhere for women ACM graduates or shrinking opportunities for teaching at the elementary and high school levels, we cannot tell. Yet, appropriately for colleges with reputations for excellent teacher preparation whose graduates have been and continue to be sought after by school boards, teaching remains a leading profession of choice among ACM women. As Table VI-5, page 76 shows, women graduating in 1975 with teaching certificates from ACM colleges had a low unemployment rate (4%). They also had high job satisfaction (only 2% did not like their jobs) and median earnings slightly above those for women graduates in other occupations (medians: $8,000 for entering teachers, $7,614 for all other women graduates, early 1976).

The short table below recapitulates the percentages of women in four professions, including the expectations of 1975 graduates. (See Table IV-4A, page 12, for comparable data for men.)

TABLE IV-4B

College Teachers, Lawyers, Physicians and Clergy: 1975
Graduates Now in Graduate School in Preparation for These Fields and
Earlier Graduates Already Practicing Them Full Time, Women Only
(in percentages)

Profession		1975 Expected	1970 Actual	1965 Actual	1960 Actual
College Teachers		1%	3%	6%	5%
Lawyers		2	2	1	0
Physicians		2	3	2	0
Clergy		1	0	0	0
	Total	6%	8%	9%	5%
	N =	792	137	89	42

Like the corresponding men's table, this one includes in its 1975 data only those graduates who combine the goal with current graduate or professional school enrollment. That constraint explains the puzzlingly low 1975 totals for women. Of the 1975 men with these goals, two-thirds are already in graduate school and are thus included in the men's table. But for 1975 women with these goals, only one-third are now in graduate or professional school; accordingly, most women with these goals are not recorded in the table above. The lower immediate attendance in graduate school by goal-oriented women may be explained by less favorable student aid and admission policies faced by women graduate students. Or, as some studies have shown (7), women's career development may be slower than men's. Using aspirations alone (not goals and graduate enrollment as above) to record women's expectations, 17% of all women graduates (not 6%) look forward to careers in these four professions.

The Employer

The figures in Table IV-5 below suggest decreasing employment opportunities in education and government but increasing opportunities in business and industry for ACM graduates. By type of employer for the first job held after college, only 42% of the women and 24% of the men from the Class of 1975 were employed in either government or education. For the Class of 1960 these two fields had provided first jobs for 64% of the women and 42% of the men.

TABLE IV-5

Type of Employer: First Job After College,
Full Time Employed, 1975 and Earlier Graduates, by Sex
(in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Employer	Men	Women	Men	Women	Men	Women	Men	Women
Government	10%	12%	21%	9%	25%	13%	24%	9%
Education	14	30	18	29	30	47	18	56
Nonprofit Organizations	10	18	14	26	7	22	9	6
Business and Industry	59	33	39	32	32	14	46	29
Self-Employed	2	1	3	1	4	0	1	0
Other	5	6	5	3	2	4	2	0
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	386	451	145	119	263	77	140	34

More than half of all the men from the Class of 1975 (59%) and one-third of all women found their first employment in private business. This represents a substantial shift historically for male ACM graduates but not for the women (even for the Class of 1960, nearly one-third of women's first jobs were in business or industry). And for men, the shift is greater between the Class of 1970 and the Class of 1975--only 39% of 1970 male graduates found first jobs in the private sector, compared with 59% of 1975 male graduates.

Business and industry now constitute the primary employers of male 1975 graduates. They are equal to the educational sector in importance for women. Critics of liberal arts education sometimes charge that private employers are reluctant to hire these graduates who, it is said, lack the "specialized" skills employers seek. Our findings do not confirm this. For these specific eleven liberal arts colleges, more graduates from the Class of 1975 were hired by private employers than had been hired from previous classes.

Employment by non-profit organizations has also increased, especially for graduates of the 70's as contrasted with graduates of the 60's. Self-employment has been of minimal significance to all four classes of graduates. (See also Appendix Tables 3A and 3B, pages 120, 121.)

Relationship Between Employment and Undergraduate Major

In discussing the relationship between employment and undergraduate major field, the authors of a recent study, Job Satisfaction After College--The Graduates Viewpoint, had this to say:

> An important criterion for a good job is one in which the individual's talents are fully utilized. It has been assumed that persons who are not using their skills (or knowledge or abilities) are underemployed. The traditional approach of scholars has been to study the match between people's educational backgrounds and their jobs, assuming that, when the match is close, the jobs are good for the individuals and the individuals are good for the jobs.
>
> In the past, this matching phenomenon has been viewed too literally. It has been assumed that a college-educated person does not achieve full utilization of skills if he or she works in a job with a label that does not sound related to the college major. (Our) findings (show) that many people think they are using their college education always or almost always in work that most researchers would not categorize as being related to their major. (8)

This was essentially the position taken by the committee that designed the ACM graduates' survey. Table IV-6 should be read with that caveat in mind.

It shows that 58% of the male graduates of 1975 and 68% of the women found their current employment "closely" or "somewhat" related to their major field. Some 42% of men and 32% of women reported it was not related:

TABLE IV-6

Relationship of Current Employment to Undergraduate Major,
Full Time Employed, 1975 and Earlier Graduates, by Sex
(in percentages)

Degree of Relationship	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
	Men	Women	Men	Women	Men	Women	Men	Women
Closely Related	29%	42%	31%	35%	36%	54%	42%	51%
Somewhat Related	29	26	40	39	38	26	37	22
Not Related	42	32	29	26	26	20	21	27
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	401	477	179	148	332	95	189	45

Combining both sexes, 63% of 1975 graduates report that their employment is "closely" or "somewhat" related to their undergraduate major, and 37% that it is unrelated. Other surveys of college graduates reveal approximately the same distribution. (9,10)

As can also be seen from Table IV-6, the percentage of graduates reporting "unrelated" employment declines among earlier classes. (The only exception is for 1960 female graduates, half of whom, as we have seen, are elementary and secondary teachers.) This does not mean necessarily that earlier classes experienced greater job-relatedness from the beginning. A more likely explanation would rest upon the successful career development pattern of earlier graduates. Many have now completed advanced degree programs. With or without post-graduate degrees, many have moved into professional and managerial positions. As their job responsibilities broaden, there may be an increasing awareness of the relevance of their liberal arts experience and undergraduate major, even though these may not relate directly to current work. (See also Appendix Tables 4A and 4B, pages 122, 123.)

Those 1975 graduates who reported they were in jobs not related to their majors supplied more than one explanation. Understandably, for graduates entering the labor market at the bottom of the trough of the 1975 recession, the reason most frequently given was: "Employment opportunities are scarce for people in jobs related to my major" (42% of the men, 47% of the women in the "not related" jobs). Thirty per cent of both sexes reported, in a variation of this theme, that "Very few jobs are related to my major." A quarter of the men and 16% of the women maintained that "this question has no relevance for liberal arts graduates."

Only 26% of the men but 40% of the women in self-declared "not related" jobs, said they "could not get closely related employment, but would prefer it"; and, on the other hand, about one quarter of each sex said they "never planned to take closely related employment." Finally, 11% of the men and 16% of the women stated they preferred work that was not closely related, while 16% of the men and 10% of the women said that they had found nonrelated work that offered them a better chance for career advancement.

Much more meaningful than this technical "relationship-of-job-to-major" question were the responses to three other questions. The graduates were asked about their satisfaction with current employment, and satisfaction _in terms of employability only_ with their college and major field. (Note: The first question covers only those who were employed full time; the other two, reflecting the responses of all graduates, are included here because the subject matter is employability.)

Satisfaction: With The Job

A very high degree of satisfaction with current employment is registered by all classes:

TABLE IV-7

Satisfaction with Current Employment, Full Time Employed, 1975 and Earlier Graduates, by Sex (in percentages)

Attitude Toward Employment		1975 Graduates Men	1975 Graduates Women	1970 Graduates Men	1970 Graduates Women	1965 Graduates Men	1965 Graduates Women	1960 Graduates Men	1960 Graduates Women
Enthusiastic		34%	37%	59%	55%	59%	59%	62%	52%
Like It		32	35	29	31	28	26	29	34
Neutral		20	16	10	10	11	8	5	5
Don't Like It		14	12	2	4	2	7	4	9
	Total	100%	100%	100%	100%	100%	100%	100%	100%
	N =	399	463	178	145	330	93	186	44

As in all tables in this section except Table IV-4, the earlier classes were asked to recall not how they felt about their first jobs but to respond in terms of their current positions in early 1976. The older the graduate and the greater the length of career involvement, the higher the level of expressed satisfaction. Negative feelings about jobs came from no more than 4% of men and 9% of women in earlier classes; the number "neutral" about their positions declined over time; and the largest increase was in the "enthusiastic" category.

Although on the two most positive statements ("enthusiastic" and "like") the Class of 1975 did not rate their jobs as highly as did earlier classes, overall a high level of satisfaction was expressed, with 66% of the men and 72% of the women saying they liked or were enthusiastic about their jobs. Only 14% of the 1975 men and 12% of the 1975 women actually disliked their jobs. Thus, even these beginning jobs are not generally unsatisfactory in the eyes of their holders.

Over time, job satisfaction appears to increase markedly. As will be seen in later tables, remarkably high percentages of earlier classes indicate that their employment utilizes their skills, fits their goals, grants sufficient status or prestige, and offers further prospects for advancement; few (as will also be shown) regret their failure to have chosen more "employability-enhancing" courses during their undergraduate years. The Class of 1975, by and large, agrees, but the answers indicate many graduates view their current jobs as entry-level positions in a developing career. (See also Appendix Tables 5A and 5B, pages 124, 125.)

For the Class of 1975, level of satisfaction is closely related to type of occupation. Not surprisingly, there is more satisfaction expressed by those with professional, technical, managerial and administrative jobs than by those in sales, clerical, service and blue collar jobs. And although overall, women are more satisfied than men, they express greater dissatisfaction ("Don't Like") with sales, clerical and blue collar positions than do men. As a matter of fact, more than half the men (56%) in sales occupations report either enthusiasm or liking for their work. Evidence to be presented later suggests that men's employment in sales occupations involves better jobs with higher pay than the sales positions women graduates are able to obtain.

Table IV-8 shows satisfaction with employment by occupational group:

TABLE IV-8

Satisfaction with Current Employment by Full Time Employed 1975 Graduates, by Occupation and Sex (in percentages)

Occupational Group	Enthusiastic	Like	Neutral	Don't Like
	Men			
Professional and Technical	39%	38%	14%	9%
Managerial and Administrative	41	36	15	8
Sales	38	18	32	12
Clerical and Kindred	13	11	49	27
Services	18	27	26	29
Blue Collar	4	33	35	28
All Occupations Combined	34%	32%	20%	14%
N =		399		
	Women			
Professional and Technical	45%	38%	12%	5%
Managerial and Administrative	34	41	17	8
Sales	13	17	27	43
Clerical and Kindred	12	30	27	31
Services	18	36	20	26
Blue Collar	40	20	0	40
All Occupations Combined	37%	35%	16%	12%
N =		463		

More than three-fourths of 1975 men graduates who were in professional or managerial positions expressed liking or enthusiasm for their work as did 83% of women in professional positions, and 75% of women in managerial positions. Others are: Men in sales, 56%; in services, 45%; in blue collar jobs, 37%; in clerical, 24%. And for women: blue collar, 60%; services, 54%; clerical, 42% and sales, 30%. Thus, although professional and managerial work is preferred, there may be a wider variety of occupations than has been commonly assumed which provide satisfactory entry jobs for some recent college graduates.

Satisfaction: With College

Table IV-9 presents the responses of all graduates (not just the full time employed) to a question asking each class to evaluate its college experience in terms of employability only. Deliberately, the question was cast in this narrow framework, to exclude responses based on personal and intellectual growth, cultural or aesthetic enhancement, or value clarification for which respondents might have wished to credit their colleges. If their general regard for liberal arts education conflicted with their judgment of its relevance as career preparation, this question forced graduates to address only the latter. Responses show the level of "consumer satisfaction" is high. The 1975 graduates' support for the liberal arts experience even in terms of employability only was overwhelming.

TABLE IV-9

Satisfaction with College in Terms of
Employability Only, 1975 and Earlier Graduates, by Sex
(in percentages)

Attitude Expressed	1975 Graduates Men	1975 Graduates Women	1970 Graduates Men	1970 Graduates Women	1965 Graduates Men	1965 Graduates Women	1960 Graduates Men	1960 Graduates Women
Generally satisfied with my college	85%	83%	91%	85%	91%	90%	91%	92%
Wish I had attended another liberal arts college	3	3	3	3	2	2	1	1
Wish I had attended a comprehensive university	10	11	3	10	6	7	8	5
Wish I had attended a community college	0	0	0	0	0	0	0	1
Wish I had attended a vocational/technical school	1	3	1	2	0	1	0	1
Wish I had not continued education beyond high school	1	0	3	0	0	0	0	0
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	852	871	232	240	358	315	210	166

Eighty-five per cent of men 1975 graduates and 83% of women reported that in terms of employability alone they were satisfied with their undergraduate liberal arts college. Among the earlier graduates, men's reported satisfaction runs as much as 6 percentage points (women's, 9 percentage points) higher than the level expressed by 1975 graduates. The list of possible alternatives to a liberal arts education received few votes, except that 10% of 1975 men and 11% of women say in retrospect and in terms of employability only, they wish they had attended a comprehensive university. (See also Appendix Tables 6A and 6B, pages 126, 127.)

Satisfaction: With Major Field

Table IV-10 displays what may be the most significant finding of the survey. It shows, again in terms of employability only, that very few graduates of any class, fewest of all in the Class of 1975, were dissatisfied with their undergraduate major fields. This finding is relevant to discussions about the importance of "fit" between undergraduate major fields and jobs, or the meaning of dissatisfaction with current employment. Those who argue for a more vocationally oriented college experience assume dissatisfaction with present curricula among recent graduates. If such dissatisfaction exists, it did not show up in our survey. Only 8% of 1975 graduates (both sexes) reported they were dissatisfied with their major field in terms of employability. (See also Appendix Tables 7A and 7B, pages 128, 129.)

TABLE IV-10

Satisfaction with Undergraduate Major Field in Terms of Employability Only, 1975 and Earlier Graduates, by Sex (in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Attitude Expressed	Men	Women	Men	Women	Men	Women	Men	Women
I am generally satisfied with my undergraduate major field	57%	51%	57%	48%	66%	61%	65%	60%
I am generally satisfied with my undergraduate major but wish I had taken other courses that might be viewed by employers as enhancing my employability	35	41	29	39	24	27	27	30
I am dissatisfied with my undergraduate major	8	8	14	13	10	12	8	10
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	852	871	232	240	358	315	210	166

Some 35% of the men and 41% of the women in the Class of 1975 wish they had taken supplementary courses "that might be viewed by employers as enhancing my employability." But when asked which courses they wish they had taken (not just with employability in mind), such fields as Accounting, Economics and Computer Science were frequently mentioned, as were also Art, English, Foreign Languages, History, Philosophy and Psychology. Table VI-3, page 73, shows the fields in which men and women of all classes say they wish they had taken more courses as undergraduates.

Employability is of course important to 1975 graduates (and we have seen that ACM graduates are highly employable), but probably most would agree with Howard Bowen, Professor of Higher Education and Economics at Claremont Graduate School, in rejecting the notion that the main purpose of education is to prepare graduates for specific jobs. Professor Bowen pointed to three main fallacies associated with the "manpower" approach to higher education. To paraphrase his words:

> 1) It is not true that the economy will require a more or less fixed inventory of occupational skills at each state of its evolution;
>
> 2) It is a fallacy to assume that valid predictions about the character of the economy and its skill requirements can be made for periods long enough to be pertinent to educational planning;
>
> 3) It is not true that unemployment is widespread among educated people. (11)

The manpower approach to college is dangerous for other reasons, one of which is that its general acceptance could result in decreasing the long-run career and lifetime satisfactions of college graduates. College graduates themselves may understand this better than the manpower experts do. In any event, as Tables IV-9 and IV-10 above show, not even the especially threatening national unemployment picture of early 1976 altered the commitment these

1975 graduates obviously feel toward their undergraduate college and major.

Career Potential of Current Employment

In Table IV-11 below, fully employed members of the Class of 1975 were asked to specify which of five statements best described their current occupation. (This question was asked only of 1975 graduates but Table IV-12, which follows after, covers for all classes other perceptions of current employment.)

The question was designed to differentiate among respondents having three different attitudes toward current employment: those who feel they are in "career-entry" positions, those who view their positions as "interim" jobs, and those who feel they simply took the only employment available at the time. For the concept of a distinction between "career-entry" and "interim" jobs we are indebted to the Director of the Office of Career Services at Harvard, who explains the terms as follows:

> "Interim" work is felt to be temporary. It is not the same kind of work that students hope to engage in ultimately as part of their "career" but resembles more closely the kind of work in which students engage during summer vacation and on leaves of absence from college.
>
> That the meaning of "work" after college is ambiguous, embracing both interim work and career-entry work is not well understood by parents, faculty or the community at large. Each spring, newspaper and magazine reporters write articles about "Job Prospects for College Graduates" bemoaning the poor quality of careers which college graduates seem to be embarking on, while to the graduates themselves the jobs taken often are intentionally short-term or experimental and are not seen as career engagements. (12)

The decision to enter a short-term "interim" job may be based on any of a number of reasons: to allow a psychological breather before going on to graduate or professional school, to pay off money borrowed for college, to earn money for further study or travel, to delay a final career choice, or to test out different life styles.

TABLE IV-11

Career Potential of Current Employment, Full Time Employed, 1975 Graduates Only, by Sex (in percentages)

Attitude	1975 Graduates Men	1975 Graduates Women
My employment has definite career potential	34%	30%
My employment has possible career potential	28	32
Employment to earn money while I decide on work I want	10	12
Temporary employment to earn money to do something else	18	14
Temporary employment until something better is found	10	12
Total	100%	100%
N =	404	473

Employed 1975 graduates who reported their current employment has either definite or possible career potential--62% each of men and women--may be classified as in "career-entry" jobs. Those who describe their jobs either as "Employment to earn money while I decide what kind of work I want" or "Temporary employment to earn money to do something else"--28% of men and 26% of women--are the "interim-job" holders. Those who checked "Temporary employment until something better is found"--10% of men and 12% of women--constitute the group that accepted whatever employment was available. These recent ACM graduates do, in fact, regard their beginning jobs from differing perspectives and see them meeting a range of needs. (See also Appendix Table 8, page 130.)

Statements About Current Employment

The next table, IV-12, tabulates the responses of employed graduates of all four classes to statements which applied to their current employment.

TABLE IV-12

Statements About Current Employment, Full Time Employed, 1975 and Earlier Graduates, by Sex (in percentages)

Agreed with Statement	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
	Men	Women	Men	Women	Men	Women	Men	Women
My employment offers prospects for future advancement	65%	48%	76%	58%	79%	53%	72%	36%
I have decision-making responsibility	62	61	87	81	89	74	83	69
Most colleagues have college degrees	50	61	75	76	82	83	76	80
Satisfied with career progress to date	49	50	66	63	74	63	69	64
I usually design my own work program	47	44	72	61	77	69	82	62
I have sufficient status or prestige	42	39	68	57	76	63	78	67
My employment fits my long-range goals	39	37	63	51	67	57	67	44
My skills are well-utilized in my employment	37	43	66	64	71	66	67	62
My educational experiences are well-utilized in my employment	36	44	59	56	67	69	67	69
I would like to remain with my current employer	36	32	53	43	61	53	62	58
I would like to remain in my current occupation	31	36	66	55	69	68	72	56
I supervise two or more people	28	22	36	34	57	39	64	44
I have policy-making responsibility	24	15	41	22	57	28	61	33
My employment has altered my long-range goals	12	13	20	25	22	18	20	20
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	406	479	179	148	333	95	191	45

This table shows more men than women reacted positively to their employment. But, as the responses of the 1975 graduates show when compared with the responses of the earlier classes, the difference in response is narrowing. One obvious difference remains: 65% of men but only 48% of women felt their current employment offered prospects for future advancement. Although previously (Table IV-11), 62% of each sex described their employment as having definite or possible career potential, apparently women are less sure than men that the potential will be realized in actual advancement.

Other responses where at least 5 percentage points separate the sexes (a difference which can be interpreted as statistically reliable): more men than women agree with these statements: "I supervise two or more people" (reported by 28% of men, 22% of women) and "I have policy-making responsibility" (24% of men, 15% of women). On the other hand, more women than men said: "My skills are well-utilized in my employment" (43% of women, 37% of men) and "My educational experiences are well-utilized in my employment" (44% of women, 36% of men).

These differences might be attributable to the large group of teachers among 1975 women graduates--teachers who see the career potential of their employment but are unsure of advancement; who feel their skills and educational experiences are well-utilized, but usually do not supervise other adults nor have policy-making responsibilities. Men 1975 graduates, on the other hand, are more likely to be managers or administrators than teachers--occupations consistent with greater promise of advancement and policy-making and supervisory responsibilities. Also, a male graduate working as a manager or administrator after an undergraduate major in philosophy may not consider his skills and educational experience as directly utilized in his employment as a woman teaching the subject she majored in as an undergraduate.

Not quite half the 1975 graduates of each sex are satisfied with their career progress to date; 39% of the men and 37% of the women say their employment fits their long-range goals; only about one-third of each sex say they wish to remain with their current employer or in their current occupation. These findings are consistent with the exploratory nature of both "career-entry" and "interim" jobs. When asked about their occupational goal, only

15% of each sex listed the same job title for their goal as that of their current occupation. (See also Appendix Tables 9A and 9B, pages 131, 133.)

For the 85% whose goals differ from current job titles, many look forward to career development in a related area. To cite actual cases, there were the elementary and high school teachers whose goals are educational administration and college teaching; the business management trainee who hopes to move into business administration; the salesman who wants to be sales manager; the computer programmer looking toward a career as a professional economist; the library aide who aspires to librarian; the family planning counselor who hopes to become a social worker. For others, however, there is greater divergence between current occupation and goal: there is the present high school teacher who wants to be an actor, the present educational administrator who aspires to be a doctor, the current lab technician, insurance rater and management trainee all of whom expect to become lawyers, the telephone representative who wants to be an arts administrator, the chemist whose goal is engineering, etc. As students, these 1975 graduates chose the liberal arts degree over vocational training; as graduates many of them apparently find the notion of the "one and only" job slot equally unappealing.

Occupational Goals

The occupational ambitions of those of the 1975 graduates who at the time of the survey were currently employed full time are shown in Table IV-13.

Some hoped to become college teachers (9% of men, 6% of women), lawyers (8% of men, 3% of women), and physicians (3% of men, 1% of women). These were not the individuals who were in graduate or professional school at the time of the survey, preparing for the same professions; these individuals were currently in the work force. Some who were elementary and secondary teachers planned to move out of the field; others who were not currently teaching planned to move in;

there was a net decline expected. Similarly, there was anticipated movement in and out of the other fields. Net increases could be predicted among life and physical sciences, "other professional and technical," and managers and administrators. But the percentage of each sex in "other administrative occupations" would decline, as would, not surprisingly, the percentage in sales, clerical, service and blue collar jobs, if goals were realized.

TABLE IV-13

Current Occupation and Occupational Goals of
Full Time Employed 1975 Graduates, by Sex
(in percentages)

Occupational Group	Men		Women	
	Current	Goal	Current	Goal
Teachers, Elem./Sec.	9%	6%	22%	18%
Life and Physical Scientists	11	14	5	12
College Teachers	0	9	0	6
Lawyers	0	8	0	3
Physicians	0	3	0	1
Other Professional/Technical	15	22	19	28
Managers and Administrators	13	28	7	16
Other Admin. Occupations	14	5	16	11
Sales Workers	11	2	5	0
Clerical Workers	9	0	18	1
Service Workers	7	1	7	0
Blue Collar	10	0	1	1
Other	1	2	0	3
Total	100%	100%	100%	100%
N =	395	341	467	416

How realistic are these ambitions? Many graduates of earlier classes did in fact move out of their beginning sales, clerical, service and blue collar positions within a few years of graduation. But members of no earlier class have yet achieved the low 5% participation rate in these occupations that is the avowed goal of these 1975 graduates. (By 1976, 11% of the 1970 men, 27% of the women, were in these occupations. For earlier classes, the rate was lower.) Over time, some 1975 graduates will probably revise their goals, others may discover that not all "good" jobs are in the professional and managerial categories. Table IV-14 in the next section shows, for example, that if a good job is defined by high earnings, men and women of the earlier classes have found "good" jobs in sales occupations. For a discussion of what constitutes the "good" job as college graduates perceive it, see Bisconti and Solmon (8, pp. 38-55).

Earnings--By Occupation

For all occupations combined, the median annual earning rate of 1975 graduates in early 1976 was $8,658 for men, $7,761 for women. (Median earnings of earlier cohorts were $19,356 for men, $12,684 for women. The earnings gap between the sexes is thus greater for the earlier classes than for the 1975 graduates, both in terms of dollars and in ratio of female to male salaries.)

For the 1975 graduates, men's earnings exceeded women's in almost every occupation except farming, where the numbers reporting were so small as to be unrepresentative. Still, for those 1975 graduates in the professional and technical group, men's and women's earnings were almost identical: $8,547 for men, $8,544 for women. In clerical and service occupations the earnings were low for both sexes. In managerial and administrative positions, the earnings differential favoring men amounted to over $1,600; in sales occupations, the differential was more than $3,000. There were so few women reporting blue collar employment that any comparison at all is questionable in this category. (See also Appendix Table 10A and 10B, pages 135, 136.)

TABLE IV-14

Early 1976 Median Earnings of Full Time Employed 1975 and Earlier Graduates, by Major Occupational Group and Sex (in dollars)

	1975 Graduates		1970, 1965 and 1960 Graduates Combined	
Occupational Group	Men	Women	Men	Women
Professional and Technical	$8,547	$8,544	$18,465	$12,786
Managerial and Administrative	10,011	8,367	21,562	14,538
Farming and Forestry	5,250	6,000	9,000	---
Sales	9,180	5,454	22,200	21,000
Clerical and Kindred	6,858	6,447	15,000	8,334
Services	5,700	5,175	6,000	5,250
Blue Collar	9,000	4,500	14,500	---
All Occupations Combined	$8,658	$7,761	$19,356	$12,684

N (reading across, by rows) = 136, 218, 362, 171; 105, 104, 236, 70; 3, 2, 6, 0; 41, 22, 38, 2; 36, 84, 12, 20; 26, 31, 6, 7; 42, 4, 9, 0; 389, 465, 669, 272.

Table IV-15 furnishes further detail on the Class of 1975's earnings for specific occupational fields. It shows high earnings by men engineers ($12,750), administrative assistants ($10,500), managers and administrators ($10,407) and life and physical scientists ($10,026). Only two groups of women reported entry salaries of over $10,000: Nurses ($10,557) and "other jurisprudence" (legal aides and assistants), $10,125, with the next highest women's earnings reported by life and physical scientists ($9,408) and business management trainees ($9,249). Although nearly three times as many women were elementary and secondary teachers as men, women's median earnings were $8,000, men's, $8,600. But in the arts and entertainment occupations, and among librarians, research assistants, and those in the miscellaneous "other professional and technical" group, women's median earnings were higher than men's. (In some of these groups, the numbers were too small to ensure reliability.) For business management trainees, there is little difference between men's ($9,693) and women's ($9,249) medians, but there was considerable difference between men managers and administrators ($10,407) and women ($8,193); and between men in "other administrative occupations" ($9,450), and women ($8,124).

Women's overall median earnings of $7,761 amounted to 90% of the men's median of $8,658. Compared with the national picture, which shows that fully employed women as a group earned only 59% of men's earnings in 1975 (13), this is a positive achievement, and one that should be recognized in discussions of the worth of a college education. For individual women, however, the differential is a source of frustration not much alleviated by the usual assurances that women earn less because they go into lower-paying occupations or are less well prepared. The table below shows that in most cases, even in the same occupational groups in beginning jobs, women earned less.

TABLE IV-15

Early 1976 Median Earnings of 1975 Full Time Employed
Graduates, Selected Occupations, by Sex
(in numbers and dollars)

	Men		Women	
Occupational Group	No.	Median Earnings	No.	Median Earnings
Engineers	6	$12,750	0	$ ---
Life and Physical Scientists	43	10,026	23	9,408
Social Scientists	0	---	6	8,250
Nurses	0	---	29	10,557
Other Health Occupations	4	8,000	16	7,200
Elementary/Secondary Teachers	36	8,600	103	8,000
Arts Occupations	9	4,500	5	7,125
Entertainment Occupations	11	6,750	5	7,875
Librarians	2	6,000	3	7,500
Research Assistants	12	8,000	10	9,000
Other Jurisprudence	2	9,000	5	10,125
Other Professional/Technical	9	7,500	11	8,751
Managers and Administrators	50	10,407	31	8,193
Administrative Assistants	10	10,500	20	8,700
Business Management Trainees	22	9,693	11	9,249
Other Administrative Occupations	23	9,450	42	8,124
Sales Workers	41	9,189	22	5,454
Clerical and Kindred Workers	36	6,858	84	6,447
Service Workers	26	5,700	31	5,175
Blue Collar	42	9,000	4	4,500
All Occupations Combined	384	$8,658	461	$7,761

Earnings by Undergraduate Major

The highest median earnings on beginning jobs were reported by 1975 men with undergraduate major fields of Speech ($12,500), Physics ($11,250), Business Administration ($11,000), Geology ($10,929) and Mathematics ($10,833). For women, those from the Health Professions (primarily, those who earned the R.N. degree along with their Bachelor's degree) reported the highest median earnings ($10,453); followed by Business Administration majors ($9,750), Speech majors ($9,000), Economics majors ($8,786) and Political Science majors ($8,751). See Table IV-16A for men and IV-16B for women, on pages 37 and 38.

For the earlier graduates, a somewhat different list of majors provided the top five in men's median earnings: Chemistry ($23,062), Geology ($23,000), Economics ($23,000), Business Administration ($21,750) and Political Science ($21,213).

By and large, the highest earnings were usually found among those from major fields in the natural or social sciences. "Generally, for both sexes, education and (arts and humanities) majors were the lowest paid," says the report, The Hard to Place Majority--A National Study of the Career Outcomes of Liberal Arts Graduates, prepared for the CPC Foundation by Bisconti and Gomberg (14). So far as ACM graduates are concerned, however, the title is misleading, as is the statement about Education majors. As Tables IV-16 A and B below show, Education majors are not the lowest paid among ACM graduates. Men 1975 Education majors ranked 8th (out of 23) on the list of median earnings, women ranked 11th. And among the earlier graduates, men Education majors were 15th in median earnings, women were 9th. In no cases were Education majors at the bottom of the list. The negative evaluation expressed in the Bisconti-Gomberg report may apply to college graduates as a whole, but it was not true for ACM graduates.

ACM graduates with arts and humanities backgrounds did tend to earn less than those who majored in the natural and social sciences. But the implied corollary, that had the arts and humanities graduates known of the earnings differential in advance they would have chosen other fields, is questionable. Few people who elect Religion as a major, for example, do so with the expectation of high monetary rewards. The same is probably true for those who major in Art, Theater, Philosophy or Foreign Languages: Society's rewards for these pursuits have never been munificent except for a lucky few. Obviously the expected cash return is not the only nor even the primary reason for choosing a major field. For many students, decisions are made on the basis of interests and enthusiasms which enrich their lives in other than financial ways. Yet even among the humanities the prospect of lower earnings is not inevitable: 1975 male graduates who majored in English were indeed next to the bottom in median earnings, but men English majors from earlier classes were 10th in standing on median earnings. For women English majors, the ranking was 15th for 1975 graduates, 16th for earlier graduates.

Perhaps more important than which majors earn what, is the observation that almost without exception where men and women graduate from the same academic undergraduate major, there was an earnings differential. For example, the median salary for the 84 women Education majors of 1975 was $7,500, for the 22 men, $9,375. Men's median earnings exceeded women's by nearly $1,500 among History majors, $800 among Psychology majors, and $500 among Political Science majors. There were in fact only two undergraduate major fields where, for 1975 graduates, women's median earnings exceed men's: English (by $700), and Art (by nearly $400). Women from all other undergraduate major fields earned less on their first jobs than did men from the same fields although their preparation was presumably the same.

Thus the discrepancy among men's and women's earnings persisted even where both were in the same occupation or were from the same major field. In a recent article that reported a Bureau of Labor Statistics study employing regression analysis to attempt to isolate the effects on earnings of sex, years of schooling, length of employment, industry, occupation, area and marital status, the conclusion was:

> It, therefore, seems unlikely that more than a small percentage of the differentials in return to schooling between men and women in different types of employment can be explained by differences in occupational distribution. It seems very plausible that a larger part of the differentials result from employer and consumer practices which prevent women from exploiting the potential associated with additional schooling as fully as males. There may also be some wage discrimination, that is, situations in which women are simply paid less for performing the same tasks as men. (15)

TABLE IV-16A

Ranking of Median Earnings (Early 1976) by Undergraduate Major, Full Time Employed 1975 and Earlier Graduates, Men Only (in numbers and dollars)

1975 Men Graduates				1970, 1965 and 1960 Men Graduates		
Rank	Major	Number Reporting	Median Earnings	Rank	Number Reporting	Median Earnings
1	Speech	6	$12,500	13	12	$17,400
2	Physics	9	11,250	8	39	20,550
3	Bus. Admin.	32	11,000	4	63	21,750
4	Geology	13	10,929	2	14	23,000
5	Mathematics	21	10,833	9	49	19,750
6	Economics	47	9,786	2	122	23,000
7	Chemistry	22	9,429	1	67	23,062
8	Education	22	9,375	15	35	17,166
9	Political Sci.	45	9,094	5	55	21,213
10	Sociology	23	8,875	12	19	17,625
11	Psychology	39	8,375	11	45	17,787
12	Religion	13	8,250	23	6	12,000
13	History	51	8,214	14	87	17,343
14	Philosophy	12	8,143	18	16	14,400
15	Anthropology	14	8,000	16	10	16,000
15	Foreign Lang.	14	8,000	17	13	15,500
15	Music	26	8,000	20	10	14,000
18	Biology	54	7,875	6	72	21,000
19	Communication	8	7,800	6	2	21,000
19	Theater	16	7,800	22	10	13,000
21	Classics	6	7,500	21	3	13,500
22	English	31	6,750	10	40	19,713
23	Art	21	6,563	18	14	14,400
	Total	545[1]			803[1]	

[1] These are majors, not people: For individuals with double majors (about 20% of the graduates), earnings appear twice, once under each major field listed.

TABLE IV-16B

Ranking of Median Earnings (Early 1976) by Undergraduate Major, Full Time Employed 1975 and Earlier Graduates, Women Only (in numbers and dollars)

1975 Women Graduates				1970, 1965 and 1960 Women Graduates		
Rank	Major	Number Reporting	Median Earnings	Rank	Number Reporting	Median Earnings
1	Health Prof. (mainly R.N.)	37	$10,453	11	10	$12,750
2	Bus. Admin.	8	9,750	--	--	--
3	Speech	6	9,000	17	3	11,250
4	Economics	17	8,786	1	8	16,500
5	Pol. Sci./Govt.	20	8,571	11	12	12,750
6	Mathematics	18	8,400	14	9	11,625
7	Sociology	46	7,950	7	30	13,401
8	Biology	41	7,750	8	25	13,374
9	Anthropology	24	7,600	20	9	10,500
10	Psychology	78	7,541	6	24	13,800
11	Bus./Acctng.	3	7,500	3	2	15,000
11	Chemistry	11	7,500	5	13	14,100
11	Education	84	7,500	9	41	12,876
11	Physics	2	7,500	4	3	14,250
15	English	57	7,442	16	53	11,415
16	For. Lang. (Mod)	48	7,393	17	22	11,250
17	Music	34	7,364	10	14	12,858
18	Home Economics	11	7,071	--	--	--
19	Religion	10	7,000	20	3	10,500
19	Theater	12	7,000	19	4	11,000
21	Art	29	6,955	22	7	10,125
22	History	34	6,800	15	19	11,436
23	Geology	5	6,500	13	2	12,000
24	Classics	4	5,500	23	3	9,750
24	Philosophy	10	5,500	1	3	16,500
		649[1]			319[1]	

[1] These are majors, not people: For individuals with double majors (about 20% of the graduates), earnings appear twice, once under each major field listed.

Distribution of Earnings

Among 1975 graduates, 54% of the men and 69% of the women earned less than $9,000 on their first jobs (Table IV-17). Twenty-nine per cent of both sexes earned from $9,000 to $12,000, and 11% of the men earned between $12,000 and $15,000 (2% of women). No woman reported earning over $15,000, but 5% of the men earned from $15,000 to $24,000, 1% earned from $24,000 to $30,000, and slightly less than one-half of 1% earned over $30,000.

For the earlier graduates, the simplest way to express their gross earnings is this: Only 26% of the men earned under $15,000, and 74% earned $15,000 or more. The percentages are nearly reversed for women: 73% earned under $15,000 and 27% earned $15,000 or more.

Also, among these earlier graduates, 16% of the men earned from $24,000 to $30,000, and 15% earned over $30,000. Among women, 1% earned from $24,000 to $30,000; fewer than 1% earned over $30,000.

TABLE IV-17

Distribution of Earnings (Early 1976),
1975 and Earlier Graduates, Full Time Employed, by Sex
(in percentages)

	1975 Graduates		1970, 1965, 1960 Graduates	
Earnings	Men	Women	Men	Women
<$6,000	19%	22%	1%	5%
$6,000-8,999	35	47	3	9
$9,000-11,999	29	29	8	30
$12,000-14,999	11	2	14	29
$15,000-23,999	5	0	43	26
$24,000-29,999	1	0	16	1
$30,000 and over	(< 1)	0	15	(<1)
Total	100%	100%	100%	100%
N =	389	465	669	270

Earnings by College

Full time employed male 1975 graduates from four ACM colleges had median earnings at least $500 above the group median: Monmouth ($10,312); Ripon ($9,681), Coe ($9,600) and Lawrence ($9,400).

There was only one ACM college where women 1975 graduates' median earnings were at least $500 above the group median: Macalester College, with women's median earnings of $8,625. The next college, and the only other college to report women's median earnings over $8,000, was Monmouth, with women's median earnings of $8,143.

TABLE IV-18

Early 1976 Median Earnings, 1975 Full Time Employed Graduates, by College and Sex (in numbers and dollars)

College	Men Number Reporting	Men Median Earnings	Women Number Reporting	Women Median Earnings
Beloit	42	$7,593	53	$7,066
Coe	48	9,600	43	7,731
Cornell	29	8,250	44	7,565
Grinnell	37	7,607	37	7,050
Knox	48	8,714	38	7,429
Lake Forest	21	8,812	17	7,833
Lawrence	40	9,400	55	7,828
Macalester	29	7,500	44	8,625
Monmouth	38	10,312	28	8,143
Ripon	27	9,681	29	6,577
St. Olaf	72	8,192	121	7,971
All	431	$8,658	509	$7,761

The Unemployed - General

Very few 1975 graduates--only 38 men and 40 women--reported they were unemployed and seeking employment at the time of the survey (six to nine months after graduation). These low rates, 4% for men and 5% for women, contrast sharply with the national unemployment rate of around 8% at the time, and of 13% for the 20-24 year group. (4)

Even among the 78 graduates who said they were currently unemployed, almost all reported they had been employed at some point after graduation. The 11 who said they had never had a job since graduation amounted to one-fifth of the unemployed men and 11% of the women but to less than 1% of the more than 1,700 graduates who returned the survey.

Although the unemployed group was very small, about half of the 35 unemployed men and 38 unemployed women who answered specific questions about their unemployment said they had been employed within the last three months. The rest indicated they had been out of work for a longer period:

Last Employed	Men	Women
Within last three months	49%	53%
4-6 months ago	20	26
6 months or more	11	10
Never	20	11
Total	100%	100%
N =	35	38

Almost all of this small group of unemployed graduates were currently seeking employment at the time of the survey:

Plan to Seek Employment	Men	Women
Currently seeking	86%	97%
Within a year	6	3
1-5 years	3	0
More than 5 years	0	0
Uncertain; sometime	5	0
Never	0	0
Total	100%	100%
N =	35	38

When asked to indicate one or more reasons for their current unemployment, most of each sex said they had not yet found anything they wanted. About 30% of the women said they wanted part time work which they had not been able to find, and 20% of the men and 24% of the women said they had recently moved to a new location and had not found a job yet:

Reasons for Unemployment (one or more)	Men	Women
Seeking employment, haven't found anything I want	71%	76%
Would like a part time job, but unable to find one	14	29
Moved to a new location, haven't been able to find a job yet	20	24
Was released from job due to cutback	17	5
N =	35	38

Unemployment by Major

With the small number of graduates reporting unemployment, there was no unemployment at all among many undergraduate major fields. Among others, the unemployment rate was very low.

From the major fields reported by men, no unemployment was reported by Chemistry, Classics, Communications, Computer Science, Foreign Languages, Music, Religion, Speech or Urban Studies majors. And unemployment rates were below the men's mean (4%) for men with these majors: Biology (2%), English (2%), Mathematics (2%), Philosophy (3%), and Physics (3%).

Similarly, among the major fields reported by women, there was no unemployment reported by those who had majored in Business Administration, Communications, Economics, Geology, Health Professions, Home Economics, Mathematics, Physics, Political Science, Speech or Urban Studies. The majors for which the unemployment rate was below the women's mean of 5% were: Biology (4%), Education (4%), English (1%), Music (2%), and Psychology (2%).

Thus, in Table IV-19, only the highest unemployment rates by major field for each sex are shown--rates at and above the average unemployment rate for each sex. Also shown is the dissatisfaction rate ("in terms of employability only") for these major fields. There is no clear-cut relation between unemployment by major and dissatisfaction by major. In only one major field for men (Sociology) and one major field for women (Art) was one of the three highest unemployment rates accompanied by one of the three highest dissatisfaction rates:

TABLE IV-19

Ten Undergraduate Majors with Highest Unemployment Rates, by Reported Dissatisfaction[1] with Major Field, 1975 Graduates, by Sex (in percentages)

Undergraduate Major[2]	Unemployment Rate	Rate of Dissatisfaction with Major[1]
	Men	
Education	13%	7%
Sociology	13	11
Theater	11	7
Business Administration	10	2
History	6	6
Political Science/Government	6	12
Psychology	5	9
Geology	4	9
Anthropology	4	9
Art	4	7
	Women	
Art	11%	19%
Foreign Languages	10	8
Theater	8	0
History	8	9
Classics	8	0
Philosophy	7	14
Chemistry	6	9
Sociology	6	9
Anthropology	5	7
Religion	5	14

[1] Dissatisfaction with major field "in terms of employability only."

[2] In cases of double majors, the unemployed graduate is recorded once for each major field. N's by major fields (reading down by each sex) were
Men: 30, 38, 28, 50, 97, 115, 80, 23, 24, 27;
Women: 71, 92, 25, 63, 13, 14, 33, 69, 42, 41.

V
Those Who Entered Graduate or Professional School Directly After College

An earlier table (IV-1) revealed that 36% of the men and 22% of the women graduating in 1975 entered directly into a graduate or professional school in the fall following their graduation. In fact, these percentages, including only those who described their primary activity as being in graduate/ professional school, understate the numbers really involved. When those who combined employment with graduate school enrollment are included, there were in all 332 men and 225 women from the Class of 1975 in graduate work. These were 38% and 26% respectively of the survey group.

Graduate and Professional Fields

In Table V-1 below, the fields of those in postgraduate studies are shown by sex, ranked by the number involved in each field. For both men and women, large numbers were in the same three areas: the health professions, law, and business administration. But for women, the field of education was second in importance after the health professions, coming just before law and business. The education field was of minor importance to men. Together these four fields accounted for 48% of all the men in graduate or professional schools and for 38%

of the women. But eight professional schools (these four, plus accounting, engineering, library science and religion) accounted for 58% of the 1975 men and 48% of the women enrolled in postgraduate work.

Thus 1975 male graduates doing postgraduate work were more often in professional preparation than in "pure" scholarly work. Women 1975 graduates, on the other hand, had chosen more of the scholarly than the professional pursuits.

Those men and women in the most popular field, the health professions, were predominantly seeking the medical degree--90% of the men and 55% of the women. Other objectives for men were hospital administrator and health scientist; for women, these same goals plus those of registered nurse and physical therapist.

The next most popular graduate areas after health, law, and business administration were: for men, religion, chemistry, physics, engineering and psychology; for women, after health, education, law and business, came library science, foreign languages, psychology and religion.

TABLE V-1

Graduate or Professional School Fields Chosen
by 1975 Graduates, by Sex
(in numbers)

Graduate Field	Men Number	Graduate Field	Women Number
Health Professions	69	Health Professions	29
Law	51	Education	25
Business Administration	36	Law	17
Religion	16	Business Administration	14
Chemistry	13	Library Sciences	11
Physics	11	Foreign Languages	10
Engineering	10	Psychology	8
Psychology	10	Religion	8
History	9	Biology	7
Biology	8	English	7
Accounting	8	Public Affairs	7
Economics	6	Art	6
English	6	Chemistry	6
Political Sci./Government	6	Anthropology	5
Geology	5	Music	5
Music	5	Communications	4
Mathematics	4	History	4
Anthropology	3	Sociology	4
Computer Science	3	Ecology	3
Communications	3	Mathematics	3
Foreign Languages	3	Political Sci./Government	3
Theater	3	Theater	3
Art	2	Accounting[1]	2
Ecology	2	Classics	2
Education	2	Economics	2
Sociology	2	Engineering	2
Philosophy	1	Speech	2
Speech	1	Computer Science	1
Other and interdisciplinary	34	Other and unknown	25
Total	332	Total	225

[1] Note: Accounting, for women, is included in "Other" in Table V-3.

The Undergraduate Major as a Pathway to Graduate/Professional Fields

It was the exception, not the rule, for 1975 men and women graduates to have chosen graduate work directly related to their college majors. Only men with anthropology majors and women with business and theater majors moved exclusively into the same graduate work.

In every other area shifts from one undergraduate major to a quite different graduate major can be noted for both sexes. In the natural science fields, however, students tended to move from one hard science to another or from mathematics to a hard science and vice versa.

The relationship between graduate and undergraduate major field is shown separately for men and women in Tables V-2 and V-3. These tables demonstrate, in the movement from college to postcollege studies, the same flexibility that was noted earlier in the movement from college to employment. For both the employed and the graduate student, there was no straight-line, inevitable progression; the same preparation, even the same undergraduate major fields, led to entirely different individual professional commitments.

Among the male 1975 graduates who went directly into graduate/professional school, the undergraduate major field of mathematics provided an entry into the greatest variety of graduate study. Men with mathematical backgrounds entered graduate schools in accounting, business administration, chemistry, computer science, economics, engineering, the health professions, mathematics, physics, psychology and four other fields. Biology, chemistry, history, philosophy, political science, and psychology were other undergraduate fields from which men moved into six or more different graduate fields.

Among the female 1975 graduates, the undergraduate major of psychology served as the springboard to the largest number of graduate fields: to education, the health professions, history, law, psychology, public affairs, religion and others. The undergraduate fields of English, anthropology, biology, history, sociology and foreign languages also each tracked in the direction of five or more graduate school alternatives. (See also Appendix Tables 11A-21B, pages 137-158.)

TABLE V-2

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only (in numbers)

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology	2																													2
Art		1			1																									2
Area studies					1												1	1											2	5
Biology			7	1	2	3				1		1				26		1							1				2	45
Business admin./mgmt.				1	3							1						3							1					9
Chemistry			1		3	9				1		1				25						2			1				5	48
Classics					3													1							1					5
Economics				4	11				4									4											5	28
Education																													1	1
English											1		3					1							1					6
Foreign languages	1													3		2		1											1	8
Geology					1							1			5			1												8
History					3											1	6	4					1	1	2					18
Mathematics				1	2	1	1		1			3				1			4			3		1					4	22
Music																		1		5				1						7
Philosophy																2		2			1			1	1				1	8
Physics					1		1					3						1				6								12
Political science/govt.					2			1	1				2			1	1	20					4						2	34
Psychology							1									6	1	1						6	1				4	20
Religion								1										1							5					7
Sociology		1			1											1		3								2				8
Speech													1			1		4									1			7
Theater					1																							1		2
Urban studies																												2	1	3
Individually designed					1						1														1				1	4
Interdisciplinary																1									1					2
Other				1				1								2		1					1						5	11
Total	3	2	8	8	36	13	3	3	6	2	2	10	6	3	5	69	9	51	4	5	1	11	6	10	16	2	1	3	34	332

TABLE V-3

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only (in numbers)

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology	5													1	1		1	1					1		1				2	13
Art		6															1	1						1						9
Area studies											2					1		1								1				5
Biology			5		1				3					1	15														4	29
Business admin./mgmt.				1																										1
Chemistry			2		5										5														1	13
Classics						2								1														1		4
Economics				8						2							1	1												12
Education											6		1											1					3	11
English				1			2				3		6					2				1		1					1	17
Foreign languages								1			1			7	1		1	3					1						2	17
Geology																													1	1
Health professions											1				5														1	7
History											3					2	2				1		1					2	1	12
Mathematics				1							1	2							3											7
Music				1							2							1		5										9
Philosophy																		1												1
Physics																														
Political science/govt.				1							1						7				2	1	1							13
Psychology											3				2	1	4					6	1	1				1	2	21
Religion				1																				2						3
Sociology							1																2	1	3			1	2	10
Speech							1																	1		1			1	4
Theater																											3			3
Urban studies																												1		1
Individually designed																														
Interdisciplinary											2																			2
Total	5	6	7	14	6	2	4	1	3	2	25	2	7	10	29	4	17	11	3	5	3	8	7	8	4	2	3	6	21	225

Those Now in Professional Schools: Undergraduate Majors

Just as men and women 1975 graduates moved from the same undergraduate majors into a variety of professional and scholarly fields, so was the opposite true: Those now in any given professional school came from many different undergraduate backgrounds. Consider, for example, the eight most popular professional schools entered by 1975 ACM graduates. (See Tables V-2 and V-3 again.)

Health Professions. The scatter effect between undergraduate and graduate fields was not so noticeable in the health field (where 74% of the men and 69% of the women came with either biology or chemistry as backgrounds) as in some other professional fields. Even here, however, there were a dozen different undergraduate majors by which men entered health professional schools (90% entered medical schools). Besides biology and chemistry, these were foreign languages, history, mathematics, philosophy, political science, psychology, sociology and speech. Among women (55% of whom were in medical school) the undergraduate majors included anthropology, foreign languages, the health professions and psychology, in addition to biology and chemistry.

Not only did graduates of ACM colleges enter medical schools from many different undergraduate major fields but they also enjoyed a medical school admissions rate well above the national norm, as Appendix Table A-7 shows (p. 108). Nationally, in two recent years, only about 33% of applicants were accepted by medical schools; for ACM graduates, however, the figures were 42% and 45%, according to data provided by the Association of American Medical Colleges.

Law School. Men from the Class of 1975 who were in law school in 1976 represent eighteen different undergraduate major fields, although nearly half came from political science and history. Women in law school came from seven undergraduate fields, but more than half of them from political science and history. Other backgrounds for men law students were area studies, biology, business administration, classics, economics, English, foreign languages, geology, music, philosophy, physics, psychology, religion, sociology and speech. The additional backgrounds of women law students (besides political science and history) were anthropology, art, economics, foreign languages and psychology.

Business Administration. Only 30% of the men now in graduate business schools majored in economics, and only 8% came from undergraduate business majors. The rest represented 13 different undergraduate fields, including art, area studies, biology, chemistry, classics, geology, history, mathematics, physics, political science, sociology, and theater. Women in business administration came predominantly (57%) from undergraduate economics majors, and the rest from undergraduate business, English, mathematics, music, political science and government, and religion majors.

Education. Only two men chose to enter graduate schools of education, one from an undergraduate English background, the other from an individually designed major. But among the twenty-five 1975 women graduates in graduate education, one-fourth had been undergraduate education majors; the others came from area studies, English, foreign languages, the health professions, history, mathematics, music, political science and government, and psychology.

Religion. Not all 1975 graduates who entered schools of religion expected to become ministers, but two-thirds of the men and half the women did. The others hoped to be college teachers, social workers or administrators. Among the men, eleven different undergraduate major fields were represented, although 31% of the men were undergraduate religion majors. The other ten fields included biology, business administration, chemistry, classics, English, geology, philosophy and psychology. One-quarter of the women now in graduate school were undergraduate religion majors, the others came from art, education, English, psychology, sociology and speech.

Engineering. None of the 1975 graduates in this survey came from colleges offering undergraduate engineering degrees. Ten men and two women entered graduate engineering schools immediately after graduation. The men had undergraduate majors of biology, business administration, chemistry, geology, math and physics; the women came from mathematics.

Library Science. Only one man from the Class of 1975 entered into this graduate field, and his undergraduate major was unknown. But for the eleven women now enrolled in graduate library science schools, the usual variety of undergraduate major fields was evident: anthropology, art, area studies, economics, English, foreign languages, music and philosophy.

Accounting. This graduate field was almost the reverse of library science in participation by the sexes: It was entered by only two women but eight men 1975 graduates. (The two women are not listed separately in Table V-3 but appear in the graduate/professional school category of "Other.") Half the men and all the women were undergraduate economics majors. The rest of the men came from biology, business administration and mathematics undergraduate majors.

Those Now in Graduate Schools: Undergraduate Majors

More than half of 1975's women but only 42% of the men who were in graduate or professional school were studying in the natural sciences, the social sciences and the arts and humanities. (See Table V-1, 2 and 3 again.) One difference between the graduates who chose these fields and those who went on to professional schools was that the former were more likely to move into graduate work in subjects identical or closely allied to their undergraduate major. Men and women in graduate school in biology for example, came from only two undergraduate majors; men in history from four, women from three; men in English from three, women from two, and so forth. The graduate schools of psychology were, for men, somewhat akin to professional schools in attracting students from a wide range of undergraduate majors, although the women in graduate psychology came from only three majors. Generally, however, the pattern shows movement predominantly into concentrations related to those that the students pursued as undergraduates.

The six graduate fields (other than professional schools) that attracted the most 1975 graduates (men and women combined) are covered briefly below. Each is discussed by the undergraduate backgrounds of its students and the degrees and occupations to which they aspired.

Chemistry. Almost all the thirteen men and six women 1975 graduates currently in graduate work in chemistry came from either chemistry or biology undergraduate majors. (The exception, one man from mathematics.) All the women and nearly all the men were seeking the Ph.D. degree, although two men aspired to the M.D. and two sought Master's degrees. Only one-fifth of the group said they hoped to be college teachers; all the others, except for the four who hoped to be doctors or administrators, said that they expected to be non-teaching research scientists.

Psychology. A majority of the ten men and eight women in graduate psychology were undergraduate psychology majors, although one woman was an English major and another a political science major. Among the men, history, mathematics, music and philosophy undergraduate majors were represented. Again, as in the case of chemistry graduate students, most (67%) hope to earn the Ph.D. degree. Only 22%, however, expect to become college teachers. Instead, 56% said they hoped to be non-teaching psychologists. Other occupational goals were lawyer, research scientist, journalist and school counselor.

Biology. The eight men and seven women in graduate biology all came either from undergraduate majors of biology (80%) or chemistry (20%). Slightly more than half (53%) aspired to the Ph.D., 27% to Master's degrees, 13% to the M.D., and one did not report degree aspirations. Only 20% of the group hoped to be college teachers; most of the others (66%) hoped to be non-teaching/scientists (in addition to the two would-be physicians).

Foreign Languages. Most of the three men and ten women enrolled in graduate school in languages reported language study as their undergraduate major, although anthropology, biology and the classics were also reported. Slightly over half (54%) reported their goal was the Ph.D., 38% were working for a Master's degree, and one person hoped to receive a law degree eventually. Only 46% of these graduates aspired to college teaching. Instead, they said, they hoped to be librarians, writers, editors, and interpreters; one listed museologist as a goal.

History. Among the nine men and four women who entered graduate work in history, most (62%) were undergraduate history majors, although there was representation from area studies, political science, psychology and biology. In a field where the most dire predictions of an oversupply of Ph.D.'s are frequent, only 38% said they expected to earn that degree. Another 46% had the Master's degree as their goal, one expected a law degree eventually, and one degree goal was unknown. In this group only 22% said their objective was college teaching. Other occupational goals (besides the law) included high school teaching, archivist, writer, journalist, artist and public policy analyst.

English. The six men and seven women enrolled in the graduate field of English were predominantly (69%) English majors as undergraduates, although the fields of political science and education were also represented. The goal of the Ph.D. degree was cited by 62% of the group, the Master's degree by 31%. In their occupational objectives, slightly over one-half (54%) hoped to be college teachers; other goals included high school teaching, writing, and editing.

Change in Graduate and Professional Fields, 1960 to 1975

The difference in the areas chosen for graduate work by the Class of 1960 and the Class of 1975 is shown in Table V-4. (The data for 1975 include the graduate fields only of those who entered graduate or professional school directly after graduation, but the 1960 data include the graduate fields of all those who entered at any time after graduation.) Nearly two-thirds of the male graduates of 1975 who were in postgraduate work were attending professional schools, whereas only slightly over half the 1960 graduates went into these fields. Consequently, the male 1975 graduates' participation in graduate work in the arts and humanities, and in the social and natural sciences, had fallen off in comparison with that of the 1960 graduates. The fall-off was greatest in the natural sciences.

For the women, the Class of 1975's participation in professional schools was somewhat lower than that of the Class of 1960, but this is accounted for by the declining proportion of 1975 women who entered schools of education right after graduation. Although more women now enter business, law, health, and other professional fields than in 1960, the increases in these fields have not yet been substantial enough to offset the decline in education. About the same proportion of 1975 and 1960 women were in the social sciences, and the percentage of 1975 women in the natural sciences and in the arts and humanities was slightly higher than the percentage of 1960 women in these fields. Overall, however, there is a high degree of similarity in the female enrollment patterns in graduate and professional school between 1960 and 1975.

TABLE V-4

Graduate and Professional School Enrollments by
Broad Areas, 1975 and 1960 Graduates, by Sex
(in percentages)

	1975 Graduates		1960 Graduates	
	Men	Women	Men	Women
Professional Schools	65%	54%	52%	59%
Arts and Humanities	7	18	9	15
Social Sciences	13	18	16	19
Natural Sciences	15	10	23	7
Total	100%	100%	100%	100%
N =	299	199	129	81

(Note: In the absence of a universally accepted major field classification system, a modified version of the Higher Education General Information System [HEGIS] was used here; see Appendix A-6, page 106.)

Graduate and Professional Degrees, Earned and Expected

Although it was reported earlier that 36% of the 1975 men and 22% of the women enrolled immediately in graduate or professional schools as their primary activity, many more 1975 graduates expected to earn a degree at the Master's level or higher at some time during their working career. As Table V-5 shows, 84% of the men and 80% of the women graduates have this goal in mind. Even among the earlier classes, very high percentages of whom had already earned higher degrees, there persists a significant minority that still expects to earn higher degrees. In attempting to evaluate higher degree aspirations of the Class of 1975, this fact must be considered. Undoubtedly, as the Class of 1975 makes its way outside the academic world, some who originally intended to earn higher degrees may change their minds (and others who did not may decide to), but the table shows a commitment to lifelong learning and growth by earlier classes. The graduates of these colleges, as Appendix A-8 (page 110) shows, also have an historical record of earning Ph.D. degrees which, on a proportionate basis, places their colleges among the top educational institutions in their respective states.

The changing higher degree accomplishments and aspirations of women graduates are of particular note. With each successive class, women's achievements have moved closer to those of their male classmates. Only 21% of the women of the Class of 1960 had earned higher degrees by early 1976, but 33% of 1965's women and 43% of 1970's women had done so. Note that for the Class of 1970, the women's degree achievement was within 5 percentage points of the men's; counting both degrees earned and degrees still hoped for, exactly 78% of each sex of the Class of 1970 had such goals.

As for the men, class by class: The Class of 1965 had already earned the greatest number of higher degrees--69% of the group surveyed had earned one or more. This contrasts with 52% of the 1960 graduates and 48% of the 1970 graduates. Note that 30% of the Class of 1970 still hoped to earn higher degrees, whereas only about 10% of the classes 10 and 15 years out of college had these still unfulfilled aspirations.

By contrast, the women of the earlier classes still had strong aspirations for higher degrees--24% of 1960 women, 27% of 1965 women and 35% of 1970 women said they hoped to earn a Master's degree or higher. Before dismissing as completely unrealistic the degree aspirations of over one-quarter of the women graduates 5, 10 and 15 years out of college, one should not ignore the current "return-and-retool" trend. This path back to school has been chosen by many educated women following their child-rearing years. Only time--and it is to be hoped, a later survey--will reveal whether the path was followed. (See also Appendix Tables 22A and 22B, pages 159, 160.)

TABLE V-5

Graduates Who Have Earned Higher Degrees*
and Those Who Have Not But Hope To, by Sex
(in percentages)

Higher Degree Status	1975 Graduates	1970 Graduates	1965 Graduates	1960 Graduates
	Men			
Have earned	(1)	48%	69%	52%
Have not earned, but hope to	84%	30	10	11
Total	84%	78%	79%	63%
N =	843	240	365	213
	Women			
Have earned	(1)	43%	33%	21%
Have not earned, but hope to	80%	35	27	24
Total	80%	78%	60%	45%
N =	849	250	321	172

*Including the Master's degree (M.A. or M.S.); Professional Master's (M.B.A., M.A.T., M.S.W., M.Ed., etc.); Ph.D., or equivalent (Sc.D., Ed.D., Th.D., etc.); M.D., D.D.S., D.V.M., D.O., etc.; and L.L.B. or J.D.

(1) 36% of the 1975 men graduates and 22% of the women were enrolled in graduate or professional schools as their primary activity at the time of the survey.

The Specific Higher Degrees Hoped For

Will men and women of the Class of 1975 earn the types of degrees to which they now aspire? Past experience of earlier classes suggests there may be some modifications. Table V-6 compares the specific degrees planned by those 1975 graduates currently in graduate school with the specific degrees already earned to date by earlier class members.

For 1975 men, the percentage hoping for the master's and professional master's degrees is considerably less than the proportion actually earned by men of earlier classes, but the percentage aiming for the Ph.D. (or equivalent) and M.D. degrees has increased sharply. Not as many 1975 male graduates were seeking the law degree as compared with the proportion among the Class of 1970 who have already earned it. However, the aspirations of the 1975 men were above the actual percentage of law degrees earned by the Classes of 1965 and 1960.

Among the 1975 women, too, the proportion seeking Master's and Professional Master's degrees also falls below the proportion from earlier classes who had already earned these degrees. The percentage of 1975 female graduates - 26% - aspiring to the Ph.D. was far higher than the level that any previous class had yet earned. The percentage of those from 1975 who sought medical and law degrees (9% each) was also higher than the percentage of earlier classes that earned these degrees, but appears consistent with women's growing expectations.

It is quite possible that the greatest attrition in hoped-for degrees will occur among those who are working for the Ph.D. degree. If that happens, and some settle for the Master's degree instead, the 1975 higher degree expectations pattern will follow more closely the degree distributions of earlier years. It will be of special interest to determine at some later date whether the attrition rate among Ph.D. candidates is similar by sex. (See also Appendix Tables 23A and 23B, pages 161, 162.)

TABLE V-6

Specific Higher Degrees Hoped for by 1975 Graduates
Currently in Graduate/Professional School and Those
Earned to Date by Earlier Graduates, by Sex
(in percentages)

	Degrees Hoped for by 1975 Graduates Currently in Grad./Prof. School	Degrees Earned to Date by		
		1970 Graduates	1965 Graduates	1960 Graduates
	Men			
Master's	16%	29%	27%	34%
Professional Master's	17	23	25	16
Ph.D. or equivalent	24	12	27	27
M.D., D.D.S., etc.	24	9	9	10
L.L.B. or J.D.	19	27	12	13
Total	100%	100%	100%	100%
N =	290	116	251	110
	Women			
Master's	35%	53%	52%	56%
Professional Master's	21	31	36	30
Ph.D. or equivalent	26	5	8	14
M.D., D.D.S., etc.	9	5	3	0
L.L.B. or J.D.	9	6	1	0
Total	100%	100%	100%	100%
N =	190	108	107	36

Note: In the 1975 figures, those currently in graduate/professional school who did not give their degree aspirations are omitted as are those whose fields were listed as "Other" in Tables V-2 and V-3. None of the graduates of earlier years who are currently in graduate/professional school are included.

Law, Medical and Ph.D. Degree Expectations and Realizations

Table V-7 departs from the preceding tables because it includes the medical, law and Ph.D. aspirations of all the 1975 respondents, not just those currently in graduate or professional school.

When viewed in this manner, aspirations of the Class of 1975 do not seem greatly at variance with what earlier classes have accomplished. For both men and women, expectations for the medical degree were higher than ever; for men, the proportion actually earning law degrees rose over the years, but the 1975 graduates' aspirations were below the 1970 graduates' achievement rate; and for both sexes, the 1975 expectations for the Ph.D. were not so high as the combined earned-plus-expected figures of the earlier years. It appears quite possible that for the Class of 1975--as for the earlier classes--somewhere between a quarter and one-third of the men will earn these three degrees. For the women, prediction is more difficult. Note, for example, that although both sexes of the Class of 1970 expressed the same continuing aspirations for these degrees (24% of the class), the men's actual degree earning rate was already 23%, compared with the women's rate of 6%. (See also Appendix Tables 24A and 24B, pages 163, 164.)

TABLE V-7

Medical, Law and Ph.D. Degrees: Graduates Who Have Earned Them and Those Who Have Not, but Hope To, 1975 and Earlier Graduates, by Sex (in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
	Have Earned	Hope To	Have Earned	Hope To	Have Earned	Hope To	Have Earned	Hope To
	Men							
Medical Degree	--	11%	4%	1%	6%	1%	5%	0%
Law Degree	--	11	13	7	8	2	7	2
Ph.D.	--	19	6	16	19	10	14	4
All Three	--	41%	23%	24%	33%	13%	26%	6%
N =	843		240		365		213	
	Women							
Medical Degree	--	4%	2%	2%	1%	0%	0%	0%
Law Degree	--	4	2	6	0	1	0	1
Ph.D.	--	12	2	16	3	9	3	2
All Three	--	20%	6%	24%	4%	10%	3%	3%
N =	849		250		321		172	

Specific Higher Degrees within Graduate/Professional School Areas

To return to the degree aspirations of the men and women 1975 graduates who were enrolled in graduate or professional schools at the time of the survey, it can be noted that these aspirations vary quite noticeably according to the broad academic area in which the students were enrolled.

Looking first at the male data shown in Table V-8, the Ph.D.degree was logically of little importance to men in the professional schools, only 5% of whom had expectations for this degree. The Master's degree was next lowest, sought by only 10%. But 23% expected to earn the Professional Master's, 36% the M.D., and 26% the law degree.

In the graduate schools in the arts and humanities, over half the men hoped to earn the Ph.D. (57%), smaller percentages expected the Master's (19%) and the Professional Master's (14%), and 10% hoped to earn a law degree eventually.

In the social sciences, nearly half (49%) aimed for the Ph.D., 38% for the Master's and only 5% for the Professional Master's. Small percentages had their eyes on an eventual M.D. (3%) or law degree (5%).

In the natural sciences was found the highest percentage of men who expected to earn the Ph.D.: 69% of all the men in this field. There were no expectations at all for the Professional Master's degree by natural scientists, although 22% had the Master's degree as their highest goal. And 7% and 2% looked forward to M.D. and law degrees, respectively.

Among women, the outlook was considerably different: the Master's or Professional Master's degree was more often the highest degree hoped for. Fifty-seven per cent of the women in professional schools expect one or the other of these degrees, 62% of the women in arts and humanities, 54% of the women in social sciences and 38% of the women in natural sciences. As was the case for the men, the highest expectations for the Ph.D. degree occurred among women in the natural sciences, 57% of whom were aiming for this degree. Among women in professional schools, 17% expected the M.D. degree, another 17% the law degree.

TABLE V-8

Distribution within Major Areas of Degrees That
1975 Graduates Currently in Graduate or
Professional School Hope to Earn, by Sex
(in percentages)

	Master's Degree	Prof. Master's Degree	Ph.D. Degree	M.D. Degree	Law Degree	All Degrees
			Men			
Professional Schools	10%	23%	5%	36%	26%	100% (N=187)
Arts and Humanities	19	14	57	0	10	100% (N=21)
Social Sciences	38	5	49	3	5	100% (N=37)
Natural Sciences	22	0	69	7	2	100% (N=45)
Total Areas	16%	17%	24%	24%	19%	100% (N=290)
			Women			
Professional Schools	27%	30%	9%	17%	17%	100% (N=100)
Arts and Humanities	56	6	38	0	0	100% (N=34)
Social Sciences	37	17	43	0	3	100% (N=35)
Natural Sciences	33	5	57	5	0	100% (N=21)
Total Areas	35%	21%	26%	9%	9%	100% (N=190)

Specific Higher Degrees Across Graduate/Professional School Areas

The same data may be analyzed further to determine the fields from which the most Ph.D. and Master's degrees may be expected. Table V-9 shows that of all the Ph.D. degrees that male 1975 graduates now in graduate school hoped to earn, 44% of the degrees were expected to be earned in the natural sciences, 26% in the social sciences, 17% in the arts and humanities, and 13% in the professional schools.

Again, the areas for women's expected Ph.D. degrees were quite different.

Thirty-one per cent of the women's Ph.D. degrees would come from the social sciences, 26% from the arts and humanities, 25% from the natural sciences, and 18% from the professional schools.

Among those who hope to earn the Master's degree, for each sex about equal percentages of these degrees (39% of the men's Master's degrees, 41% of the women's) were expected from the professional schools. After that came, for the men, the social sciences (30%), natural sciences (22%) and arts and humanities (9%); for the women, the arts and humanities (29%), social sciences (20%) and natural sciences (10%).

TABLE V-9

Distribution Across Major Areas of Degrees
1975 Graduates Currently in Graduate or
Professional School Hope to Earn, by Sex
(in percentages)

	Master's Degree	Prof. Master's Degree	Ph.D. Degree	M.D. Degree	Law Degree	Total Degrees
			Men			
Professional Schools	39%	90%	13%	95%	91%	65%
Arts and Humanities	9	6	17	0	3	7
Social Sciences	30	4	26	1	4	13
Natural Sciences	22	0	44	4	2	15
Total	100%	100%	100%	100%	100%	100%
N =	46	48	70	71	55	290
			Women			
Professional Schools	41%	77%	18%	94%	94%	53%
Arts and Humanities	29	5	26	0	0	18
Social Sciences	20	15	31	0	6	18
Natural Sciences	10	3	25	6	0	11
Total	100%	100%	100%	100%	100%	100%
N =	66	39	49	18	18	190

VI
The Graduates as a Whole

In the preceding two sections those employed and those in graduate school were discussed as two separate groups. Now the discussion turns to the respondents as a whole. Certain analyses cut across both groups, forming new sub-groups; others consider all the respondents as one group. The latter analyses include sections on graduates' lifetime goals and their perceptions of the effectiveness of their colleges in helping them develop certain skills and competencies.

The Importance of Certain Life Goals

In the past fifteen years there have been sharp changes in society and on college campuses. One impact of those changes upon recent alumni/ae could have been an alteration of life goals. Have the changes in society had a differing impact, class by class? By and large, this does not appear to have occurred.

There was a high level of agreement among all four classes about which goals were important in life. Graduates of every year and both sexes agreed that the five most important goals, in descending order of emphasis, were: Helping others, improving the quality of life, engaging in hobbies and leisure time activities, becoming an authority in one's field and raising a family. (However, only a third of the earlier women graduates said "becoming an authority" was important.) Minor differences between the sexes did appear. For example, a higher percentage of women than men reported the first three goals as essential or very important; a higher percentage of men than women believe that becoming an authority is important.

The major difference between earlier classes and the Class of 1975 was this: Raising a family was seen as essential or very important by approximately half the men and women who graduated in 1975, as compared with almost three-fourths of the earlier graduates. Some of this difference may be explained by the fact that less than 20 per cent of the 1975 alumni/ae were married at the time of the survey.

Being well-off financially did not rank in the top half of desirable goals. It was ranked about tenth in order of significance by each class. It was also of less importance to 1975 male graduates than to earlier males, but of greater importance to 1975 female graduates compared with earlier graduates.

Higher percentages of men, among more recent graduates, cited the importance of cleaning up the environment and of being involved in community activities or efforts to improve health. The percentage of women citing the importance of these goals also increased (except for the goal of cleaning up the environment, which was supported by a consistent one-third of the women).

About one-third of each sex among 1975 graduates cited the importance of fulfilling a religious commitment (a decrease for women from the percentage of earlier graduates). Accomplishment in the creative or performing arts, or writing original works, was of greater importance to both men and women of 1975 than to earlier graduates. Recognition from colleagues was slightly less important to 1975 male graduates than to earlier men graduates, but of increasing importance to the women graduates.

Differences in life goals, either by years since graduation or by sex, were minor. Except for the declining significance attributed to raising a family, there were no sharp changes in the evaluations made by succeeding classes. Perhaps the most interesting was the unchanging expression of commitment to the needs of others. It has been shown (16) that small private colleges tend to foster and enhance a spirit of altruism. The fact that "helping others" persisted as the goal rated of top importance to both men and women (indeed, by slightly higher percentages of 1975 males than earlier male graduates) appears to confirm this finding among the graduates of these colleges. (See also Appendix Table 25, page 165.)

TABLE VI-1

Life Goals Considered "Essential" or "Very Important,"
1975 and Earlier Graduates, by Sex
(in percentages)

Life Goals	1975 Graduates		Earlier Graduates	
	Men	Women	Men	Women
Helping others	77%	85%	71%	84%
Improving the quality of life	72	77	66	74
Engaging in hobbies & leisure time activities	70	79	65	72
Becoming an authority in my field	62	56	61	36
Raising a family	49	49	72	71
Obtaining recognition from my colleagues	48	40	51	31
Becoming involved in community activities	39	47	33	42
Being involved in efforts to improve health	39	48	32	44
Cleaning up the environment	37	33	25	34
Being very well-off financially	35	24	41	21
Being successful in a business of my own	32	15	34	12
Fulfilling religious commitment	31	32	32	40
Becoming accomplished in the creative or performing arts	28	32	14	26
Writing original works	21	17	9	11
Becoming a community leader	19	10	16	10
Making a theoretical contribution to science	14	7	12	4

N: For 1975 men, a range from 860 to 868, depending on the specific statement; for women, from 863 to 876. For earlier graduates: men, from 795 to 808; women, 716 to 733.

Educational Skills and Competencies

In an approach toward assessing the educational results perceived by these graduates, the graduates were asked (1) to judge whether a particular skill or competency was "necessary to success" in their current endeavors (usually employment or graduate school), and (2) to assess the effectiveness of their college in helping them develop each competency.

Table VI-2 compares the 1975 graduates and the earlier graduates (all classes combined). The first two columns show the percentage of respondents from the Class of 1975 and earlier classes that cited a particular competency as important for success. The next two columns give the percentage of 1975 graduates who said their college was "Effective" or "Somewhat Effective" in helping them develop each competency, and the final two columns display the judgment made by earlier graduates.

In the first two columns, the skills and competencies deemed necessary to success are ranked in descending order according to the percentage of 1975 respondents that regarded each as necessary. With one exception, the Class of 1975 and earlier classes agreed in rating the five competencies considered to be of greatest importance. These five are the ability to:

Acquire new skills and understanding on my own;
Evaluate and choose between alternative courses of action;
Communicate effectively orally;
Think analytically;
Function as a team member.

The exception--the competency which earlier graduates ranked of third importance, although it was ranked sixth by 1975 graduates--is "sensitivity to the feelings and perceptions of others." Ninety-three per cent of the earlier graduates perceived this as necessary, compared with 84% of the 1975 graduates. Other competencies where at least 10 percentage points separated the 1975 and earlier graduates, with more earlier than 1975 graduates finding them necessary, were the ability to "formulate creative and original ideas and solutions" (89% of earlier graduates, 79% of 1975 graduates); to "organize and supervise the work of others" (80% of earlier graduates, 67% of 1975 graduates); and the "ability to write well" (77% of earlier graduates, 63% of 1975 graduates). All these differences might be explained in terms of the increasing career demands and responsibilities felt by earlier graduates.

There were only two competencies rated necessary by a higher percentage of 1975 graduates than earlier graduates: the ability to "apply knowledge from my undergraduate field to new problems" (68% of 1975 graduates, 61% of earlier graduates); and the "ability to utilize sophisticated quantitative tools" (30% of 1975 graduates, 27% of earlier graduates).

In all five of the competencies of highest importance, at least 80% of both 1975 and earlier graduates felt their colleges had been either "Effective" or "Somewhat Effective" in helping them acquire the skills they perceived as critical in their careers. In two of these five--the ability to think analytically and the ability to acquire new skills on one's own--over 60% of the 1975 graduates found their college was "Effective." In most of the other competencies, fewer than half the 1975 graduates bestowed this top rating on their colleges, although usually the combined "Effective" and "Somewhat Effective" rating ranged between 80 and 90 per cent.

There were no important differences between the evaluations made by the 1975 graduates and by earlier classes. Over the fifteen year time period represented here, the skills and competencies deemed both necessary and effectively developed by the colleges, according to the graduates, have remained much the same. And the students awarded the very highest marks to their colleges for effectiveness in helping them to think analytically. The fostering of critical thought is almost always regarded as one of the more important gains resulting from a liberal arts education; in this, the heart of their mission, the graduates perceived the colleges as doing very well indeed. (See also Appendix Table 26A and 26B, pages 166, 167.)

TABLE VI-2

Skills and Competencies Necessary for Success in Chosen Endeavors and Effectiveness of College in Developing Them, 1975 and Earlier Graduates, Men and Women Combined
(in percentages)

	Per Cent Considered Necessary to Success		Effectiveness of College in Developing			
			1975 Graduates		Earlier Graduates	
Competency	1975 Graduates	Earlier Graduates	E(1)	SE(2)	E(1)	SE(2)
Acquire new skills on my own	93%	97%	61%	31%	58%	36%
Choose between alternative courses of action	90	95	43	46	38	49
Communicate orally effectively	89	96	37	44	37	46
Think analytically	87	92	66	30	61	35
Function as a team member	85	87	41	38	35	43
Sensitivity to feelings and perceptions of others	84	93	47	39	42	42
Formulate creative ideas and solutions	79	89	42	44	36	49
Apply undergraduate knowledge to new problems	68	61	50	40	43	43
Organize and supervise work of others	67	80	26	40	20	39
Write well	63	77	43	40	48	39
Cope with moral and ethical issues	51	58	37	40	39	44
Solve complex problems	44	45	24	47	20	48
Place problems in perspective	39	44	39	44	42	41
Artistic and creative expression	36	40	28	39	26	40
Use the political process	32	39	16	35	15	42
Use sophisticated quantitative tools	30	27	20	36	12	35

N: 1975, the range is from 1564 to 1705 depending on the number who marked each competency; for earlier graduates, 1278 to 1497.

(1) E = Effective
(2) SE = Somewhat Effective

The Courses Graduates Wish They Had Taken

The only regret for many graduates, apparently, is that they did not fully avail themselves in college of the opportunity to take a wider variety of courses. In addition to supplying information about their undergraduate major fields, the survey respondents were asked to name the areas in which they wished they had taken courses (or more courses). About 95% of both sexes did so, the men mentioning an average of four areas, the women, five. Table VI-3 shows the areas named by 15% or more of each sex by year of graduation. The Class of 1975, in particular, mentioned courses in the arts and humanities, social sciences, sciences, and in management fields. Men in the earlier classes, however, were more apt to name management-oriented subjects almost exclusively (although art, history and philosophy continued to appear) and the women to name culturally-related courses (although economics, biology and "the Health Professions" also appeared).

For the Class of 1975, however, the male-female divergence in choices was much less obvious than among the earlier classes. As a matter of fact, there were five disciplines in which men and women agreed they wished they had taken more courses: Art, foreign languages, history, business administration and English. To this list the men added economics, computer science, mathematics and accounting, while the women added psychology, communications, music, biology, philosophy and public affairs. Quite clearly, the area of agreement varied inversely with the years since graduation: Men and women of the Class of 1970 agreed on only three subjects (economics, history, and art) while the men and women of the earlier classes had only one discipline in common: art, for the Class of 1965; and history, for the Class of 1960.

An analysis of a sample of questionnaires showed that very rarely did the men and women graduates name their own field as the one in which they wished they had taken more courses--perhaps in no more than 10% of the time. Instead, they were more likely to name courses in neighboring areas for one-third to one-half of their choices, and courses in the other two broad academic divisions for the rest. Thus, for example, people with undergraduate majors in English might name other arts and humanities courses in as much as half their choices, then name courses in the sciences or the social sciences for the other half. (Courses in business, law, library science, the health professions and other professional fields were also mentioned, although many are not available at undergraduate liberal arts colleges. But except for business administration, they were not among the most frequently named subjects as shown by the table below. (See also Appendix Table 27A and 27B, pages 168, 170.)

TABLE VI-3

Disciplines Mentioned by at Least Fifteen Per Cent of the Respondents as "Areas in Which I Wish I Had Taken More Courses as an Undergraduate," 1975 and Earlier Graduates, by Sex (in percentages)

Year of Graduation	Men		Women	
1975	Foreign Languages	21%	Art	27%
	Economics	19	Foreign Languages	24
	Computer Science	18	Psychology	23
	Business Admin.	18	History	21
	Art	17	English	18
	Mathematics	17	Communications	17
	History	17	Music	17
	English	16	Biology	16
	Accounting	15	Business Admin.	16
			Philosophy	15
			Public Affairs	15
1970	Business Admin.	24%	Art	34%
	Economics	21	Foreign Languages	22
	Accounting	19	History	20
	Computer Science	17	Anthropology	18
	History	16	Music	18
	Art	15	Biology	17
	Philosophy	15	Economics	17
			Psychology	16
			English	15
1965	Business Admin.	26%	Art	29%
	Accounting	20	Foreign Languages	16
	Economics	20	Music	16
	Computer Science	17	Psychology	16
	Art	15		
1960	Business Admin.	30%	Art	22%
	Accounting	20	Health Prof.	14 (1)
	Computer Science	18	Foreign Languages	13 (1)
	Economics	18	History	13 (1)
	History	14 (1)	Music	13 (1)
	Law	14 (1)		
		N = 898		N = 881

(1) These fields were added, although not named by 15%, to show the direction of the respondents' choices.

Certificates and Licenses

Many 1975 graduates - 11% of the men and 27% of the women - earned teaching certificates in their undergraduate programs. Among the earlier graduates combined, about 15% of the men and 50% of the women had earned teaching certificates, either in their undergraduate program or in the years since graduation.

Other certificates and licenses, too, were obtained by about 10% of the earlier classes. In all, about 25% of the men and 60% of the women have earned certificates of one type or another, although these were preponderately teaching certificates. There has thus been a generally high level of participation in certification programs of all kinds, as Table VI-4 below shows, and slightly under 10% of these graduates still expected to participate. (Licenses that result from graduate level work, such as those of lawyer, physician, clergy, psychologist, etc., are excluded.) That a good many of these certificates are earned in the years following graduation is but another indication (like the numbers in graduate school or planning to return to school later) of the commitment to lifelong learning and growth that appears characteristic of the graduates of these colleges.

TABLE VI-4

Teaching Certificates[1] and Other Licenses
Obtained by 1975 and Earlier Graduates,
and Those Still Hoped For, by Sex
(in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Status	Men	Women	Men	Women	Men	Women	Men	Women
Teaching certificate earned in undergraduate program	11%	27%	9%	28%	13%	49%	13%	57%
Teaching certificates earned later	NA	NA	2	8	3	7	3	4
Other certificates and licenses earned	NA	NA	9	8	10	13	12	5
All types still hoped for	4	6	8	11	8	7	5	9
None earned or hoped for	85	67	72	45	66	24	67	25
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	843	849	237	250	365	317	213	169

[1] For 1975 graduates, teaching certificates were earned as part of the undergraduate program; for earlier graduates, they may have been earned this way or at any time since graduation. Most of the other certificates and licenses earned by earlier graduates were earned after graduation.

For earlier male graduates, only about one-fifth of the total certificates and licenses earned since graduation were in teaching (see Appendix Table 28, page 172). Other popular fields were Certified Life Underwriter, Certified Public Accountant, FCC licenses, and real estate, insurance agent and stock broker licenses. Among women from the earlier years, teachers' certificates accounted for over half the certificates and licenses earned since graduation, but medical technician, real estate, social worker, registered nurse and speech pathologist licenses were also popular.

Teaching Certificates

It has been said that many students, particularly women, obtain teacher certification not for immediate use but as an insurance policy against the future. The findings of this survey suggest a somewhat different interpretation: that the "insurance policy" may be as much against a depressed present employment market as against the future, and may be significant for men as well as women graduates.

As Table VI-5 shows, few men or women 1975 graduates with teaching certificates were idle six months after graduation. The unemployment rate was only 5% for men and 4% for women. There was also a graduate school participation rate of 11% for men and 7% for women which, although lower than for respondents as a whole, was still somewhat surprising. It reinforced the "insurance policy" theory, especially since three-quarters of this group (male and female alike) had career goals that did not include teaching. Among the goals for the men were clergy, dentist, fishery scientist and music director; and for women, psychologist, urban planner and therapist.

The part time employment rate of 15% for females with teaching credentials also supports the "insurance" theory. (The male part time rate of 5% was about the same as the male part time rate generally.) Most of these women in part time positions (76%) were in some form of teaching, and more than half were married. The latter fact suggests a special character for this group; among female 1975 graduates generally, only 19% were married at the time of the survey. It is thus possible that the group of women with teaching certificates working part time was doing so by choice, as many married women have in the past. But since the question was not posed directly, it can not be answered definitively.

TABLE VI-5

Current Primary Activity of 1975 Graduates
Who Earned Teaching Certificates as Part of
Their Undergraduate Program, by Sex
(in percentages)

Primary Current Activity	Men	Women
Employed full time	69%	70%
In graduate or professional school	11	7
Employed part time	5	15
Household duties (unpaid)	0	1
Unemployed and looking for work	5	4
Other	10	3
Total	100%	100%
N =	93	231

The possibility that a teaching certificate may be a form of insurance for men, too, was supported by their employment choices directly after graduation. Some 70% of the women who earned teaching certificates during their undergraduate work were in teaching positions, as compared with only 48% of the men. That fewer than half the men entered directly into teaching appears to reflect not so much the depressed market for teachers as individual preference. Among the men not in teaching positions, 82% of the group said they were in these occupations by choice, either because they had never planned to teach, or because of better pay or better chances for advancement elsewhere. Although 70% of the women were in teaching positions, the reasons advanced by the 30% who were not indicated constraints more often than did the men's answers. For example, only slightly more than half of the group of non-teaching women appeared to have taken these other positions strictly by choice. The reasons given by the others often reflected personal as well as job market pressures ("limited in job selection by situation of spouse, family responsibility," or "employment opportunities are scarce for people in jobs related to my major," for example) and only infrequently mention better pay or better prospects for advancement as factors. Yet only 18% of the women with teaching certificates who were in non-teaching jobs said they disliked these jobs; 27% were neutral about them, and 55% expressed enthusiasm or liking for them. (See also Appendix Table 29, page 173.)

Occupational Goals of Those with Teaching Certificates

Among both men and women 1975 graduates with teaching certificates, there was a core group completely dedicated to the teaching profession. But it would be incorrect to assume this was limited to those now teaching; there was also commitment among the group currently employed in other fields. Once again, the reality proves to be more complex than are the assumptions of most manpower models. As Table VI-6 below shows, 58% of the men and 68% of the women who were currently teaching had teaching as their long term goals. Among those not currently teaching, 21% of the men and 37% of the women look forward to this. Thus both groups anticipated some movement in and out of the profession, often, particularly for those now in graduate school, at levels higher than specified by the teaching certificates they originally earned. Also, the qualifying phrase "non-teaching" does not always mean a goal completely divorced from teaching. Many among those currently teaching had such closely related but non-teaching goals as educational administrator, school counselor, psychologist, art or music director, coach, speech therapist and so forth.

The confidence with which these 1975 graduates approached and planned for a changing future may have been derived in no small part from the type of undergraduate education they enjoyed. The undergraduate preparation of those with teaching certificates is discussed in the following section.

TABLE VI-6

Occupational Goals of 1975 Graduates Who Earned Teaching Certificates as Part of Their Undergraduate Programs, Full Time Employed, by Sex (in percentages)

	Occupational Goals			
Current Occupation	Teaching	Not Teaching	Teaching	Not Teaching
	Men		Women	
Teaching	58%	42%	68%	32%
Not Teaching	21	79	37	63

N: Top line, reading across, 18, 13, 77, 37; next line, 7, 26, 18, 30.

Undergraduate Major Field of Those with Teaching Certificates

The 1975 graduates of ACM colleges who earned teaching certificates as part of their undergraduate program were not preponderantly education majors; indeed, many ACM colleges do not offer the education major per se. Furthermore, over half (70% of the men and 52% of the women) did not report education as a joint major; their majors were solely in other fields. A smaller group (17% of the men and 39% of the women) combined an education major with a subject major. Only 13% of the men and 9% of the women with certificates majored in education alone.

TABLE VI-7

1975 Graduates Who Earned Teaching Certificates as Part of Their Undergraduate Program, by Type of Major and Sex (in percentages)

Major	Men	Women
Major in Education Only	13%	9%
Major in Education and another Major	17	39
Another Major Only	70	52
Total	100%	100%
N =	93	231

Not surprisingly, the fields in which graduates received the most certificates were the fields with the most graduates, with a few exceptions (for example, chemistry and political science). The eight fields with the highest number of teaching certificates earned by men and women combined were music (with 57), English (44), psychology (34), foreign languages (25), history (22), art (17), mathematics (12) and biology (12). In all these fields except biology, many more certificates were earned by women than by men (sometimes five, six or seven times more, as in English, in psychology and in foreign languages). The rate of certificate earning in relation to number of undergraduate majors was also greater for women. Listed below are the certificates earned as a percentage of total undergraduate majors, in the eight fields where the most certificates were earned:

	Men	Women
Music	40%	63%
English	15	41
Psychology	6	23
Foreign Languages	11	24
History	9	21
Art	18	17
Mathematics	7	30
Biology	5	6

The numbers of those with education majors only, with education-and-subject majors, and with subject majors only are shown in Table VI-8 below by men and women separately. The specific subject matter fields are given for the latter two categories.

TABLE VI-8

1975 Graduates Who Earned Teaching Certificates as Part of Their Undergraduate Program, by Specific Major and Sex (in numbers)

Major Field	Education Major Only	Subject Major with Education Major	Subject Major Only	Education Major Only	Subject Major with Education Major	Subject Major Only	Total Both Sexes
	Men			Women			
Education Only	12			22			34
Other Majors:							
Anthropology			1			2	3
Area Studies					1	1	2
Art		2	3		7	5	17
Biology		2	5		2	3	12
Business Admin.			1				1
Chemistry			3				3
Communications					1		1
Economics			2			2	4
English			7		20	17	44
Foreign Languages		1	2		6	16	25
Geology			3			1	4
History		2	7		6	7	22
Home Economics					2	1	3
Mathematics		1	3			8	12
Music		6	11		12	28	57
Philosophy			1		1		2
Physical Education			3		2	4	9
Political Science			1		1	1	3
Psychology		1	4		18	11	34
Religion					1		1
Sociology		1	3		5	2	11
Speech			1		2	3	6
Theater			2		1	1	4
Indiv. Designed			2		1	3	6
Interdisciplinary						4	4
Total	12	16	65	22	89	120	324

Continuing Education

The earlier graduates were asked about their participation in continuing education programs. A sizeable group of these graduates, ranging between 37-47% of a class, has taken some continuing education courses. That the group was this large (almost as large as the group pursuing postgraduate degrees) suggests again that these graduates are oriented toward a lifelong pursuit of knowledge. (See Appendix Table 30, page 174.)

Like those who obtained advanced degrees, the graduates who embarked upon continuing education programs did so primarily for career-related reasons. But over 40% of the men and at least 60% of the women of all classes said their study was for reasons of "general interest" too. Most did not enter into programs to receive the official C.E.U. credit units recognized by many employers; the proportion doing so was 10 per cent or less for all cohorts. (See also Appendix Table 31, page 175.)

TABLE VI-9

Reasons for Current or Past Enrollment
of Earlier Graduates in
Continuing Education Programs, by Sex
(in percentages)

Reasons[1]	1970 Graduates Men	1970 Graduates Women	1965 Graduates Men	1965 Graduates Women	1960 Graduates Men	1960 Graduates Women
Work-related reasons	86%	72%	81%	71%	84%	77%
General interest	43	64	42	60	44	67
C.E.U. credit	8	10	7	9	6	4
N =	92	119	135	146	100	69

[1] Respondents marked all reasons that were applicable.

Mobility and Years to Complete the Baccalaureate Degree

Tables VI-10 and VI-11 indicate that most of the respondents began their college years at the college from which they eventually graduated. Most of them also completed their undergraduate studies in the traditional four years. The survey questionnaire was sent only to the graduates of each college. Thus the first table does not present retention figures. It shows, however, that in most years less than one-fifth of the graduates were students who had transferred into the colleges from which they graduated. (See also Appendix Tables 32A and 32B, pages 176, 177.)

TABLE VI-10

1975 and Earlier Graduates Who
Graduated from Same College at Which
Began Undergraduate Education, by Sex
(in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Same Institution	Men	Women	Men	Women	Men	Women	Men	Women
Yes	82%	84%	90%	89%	85%	86%	78%	78%
No	18	16	10	11	15	14	22	22
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	870	879	239	247	362	317	207	165

The Class of 1975, as Table VI-11 shows, was somewhat unique in relation to earlier classes (except the Class of 1960) in that fewer men and women completed their baccalaureate degree in the customary four calendar years. Seventy-nine per cent of men and 85 per cent of women did, but 12% of men and 7% of women earned their degrees five years after their first enrollment, while 7% of men and 5% of women reported that graduation came six years or more after they began. At the other end of the spectrum, 2% of men and 3% of women completed their degrees in only three years.

The reasons for the "stop-outs" are not known, but probably included students who first attended other colleges, left for some period and then enrolled in ACM colleges, as well as students who originally enrolled in ACM colleges but requested leaves for illness, family responsibilities, travel or employment. In some ACM colleges, internal curricular and calendar provisions facilitated stop-outs with subsequent return. The ending of the draft also played a part. Students no longer feel the pressures of past years to complete their undergraduate education in one continuous four year stretch. Indeed, 1975 graduates showed more flexibility in lengthening the total elapsed time than any of the previous graduates, except those of the Class of 1960. For men, the break was quite sharp between the Class of 1975 and the Class of 1970; for women, it was not. There are enough counter-pressures on students, however, particularly on those headed for graduate school, to make long-range predictions unwise. (See also Appendix Tables 33A and 33B, pages 178, 179.)

TABLE VI-11

Years Required to Complete the Baccalaureate Degree, 1975 and Earlier Graduates, by Sex (in percentages)

	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Years to Complete	Men	Women	Men	Women	Men	Women	Men	Women
Three	2%	3%	1%	6%	2%	2%	3%	4%
Four	79	85	91	87	86	94	81	87
Five	12	7	6	4	9	2	12	5
Six	3	2	1	<1	1	1	1	2
Over Six	4	3	1	2	2	1	3	2
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	867	878	240	248	363	318	210	167

Patterns of Employment

Most of the men of the classes of 1970, 1965 and 1960 have had continuous employment, interrupted only by job changes, returns to school, or military service. There was little evidence of changing male roles, at least in continuousness of employment. The continuity of working experience of men of the Class of 1970 varies only slightly from that of earlier classes: 95% for the Class of 1970, 99% for the Class of 1965 and 100% for the Class of 1960, when job change, schooling and military breaks are included.

For the women, there was some evidence of varied and fluid patterns, although all the facts are not yet in. There was a rather startling difference between the work patterns of women 1970 and 1960 graduates, more than might have been expected between one class five years and another fifteen years out of college. Nearly 60% of the 1970 women said their employment had been continuous since graduation except for job changes; another 22% said it had been continuous except for further study or military service. Thus, more than 80% viewed their lives as essentially employment oriented, a figure that approaches the 95% for their male colleagues. By contrast, only 23% of the 1960 women reported their employment as continuous. (The figure for women of the Class of 1965 was 42%.)

The traditional pattern of women's employment illustrated by the employment history of the women of the Class of 1960 may be fading. Besides the 23% of that class who said they had been employed continuously, 65% reported they worked for some time after graduation, and then took time out for a family; 12% reported the opposite pattern: first family, then work. Such a model cannot be dismissed as outmoded, however, until the experience of the women from 1970 and 1965 fifteen years after graduation is known. Many more from these two classes regarded their employment as permanent at the time of the survey. With 60% and 82%, respectively, of the two classes married, this employment outlook clearly included many married women. It also included women with children; only 24% of the 1970 women had children, but 73% of the 1965 women did. But the central question remains: Will the female employment pattern of the Class of 1970 remain as distinctly different from earlier classes as it is now and is this the pattern women of the Class of 1975 will follow?

TABLE VI-12

Employment Patterns Reported by Earlier Graduates, by Sex (in percentages)

Employment Pattern	1970 Graduates	1965 Graduates	1960 Graduates
	Men		
Continuous employment except for job changes	55%	57%	66%
Continuous except for time out for further study or military service	40	42	34
Discontinuous: employed immediately after college, then took time out for family	2	<1	0
Discontinuous: took time out for family immediately after college, then employed	2	0	0
Total	100%	100%	100%
N =	216	347	202
	Women		
Continuous employment except for job changes	59%	33%	19%
Continuous employment except for time out for further study or military service	22	9	4
Discontinuous: employed immediately after college, then took time out for family	16	55	65
Discontinuous: took time out for family immediately after college, then employed	3	3	12
Total	100%	100%	100%
N =	230	313	164

VII
Survey Procedures and Methodology

Questionnaire items and data processing procedures were developed in collaboration with a committee whose members were appointed by the President of each participating college. Eleven colleges joined in the survey; two ACM colleges decided against participation. Committee members were Career Guidance and Placement Directors, Alumni Directors, or student personnel officers. Many had previous experience with student or alumni questionnaires.

The Committee met at three different times and responded to several drafts of each questionnaire. Among the decisions made by the committee were these:

1. All graduates of each college should be surveyed, a feasible task where the range in size of graduating class was from under 200 to over 400, with most in the 200-300 group;
2. The questionnaires should be machine scannable, and should be designed, mailed, followed up and processed at a central location;
3. Although mailed out centrally, each questionnaire should be accompanied by a letter from the President of that graduate's own school;
4. There would be only two mailings: the first at the low nonprofit postal rate but with special provisions for mailing another questionnaire (by first class mail) if the original one was undeliverable, and the second, about six weeks later, at first class rates. This second mailing would contain another copy of the questionnaire and a letter, this time from the President of the Associated Colleges of the Midwest. There would be no postcard reminders.

Response Rates

The return rates are outlined in Tables VII-1A and 1B. The number of questionnaires mailed and returned and the response rate are given by college:

TABLE VII-1A

Questionnaires Mailed and Returned and
Rate of Response, 1975 Graduates
(in numbers and percentages)

College	Number of Questionnaires Mailed	Number of Questionnaires Returned	Response Rate
Beloit	297	170	57%
Coe	275	159	58
Cornell	185	110	60
Grinnell	255	168	66
Knox	276	174	63
Lake Forest	220	97	44
Lawrence	271	166	61
Macalester	326	177	54
Monmouth	198	105	53
Ripon	158	104	66
St. Olaf	471	344	73
	2932	1774[1]	61%

[1] Includes 15 questionnaires with sex unknown.

All response rates for the Class of 1975 were over 50% except for one college, with a high of 73% at St. Olaf, whose President hand-signed each accompanying letter. The relatively low response rate at Lake Forest may have been related to the fact that the college had only recently joined the consortium and its graduates had no prior experiences with ACM programs to spark their interest in replying. Other low response rates were seen in the returns for Lake Forest and Monmouth for 1965 and those of Lawrence, Macalester and Ripon for 1960. These lower rates should be kept in mind when considering the reliability of data presented by individual colleges in the Appendix tables. All the text tables, however, present data for a group of colleges for a year, thus minimizing the impact of occasional low individual response rates. Table VII-1B presents the return rates for the earlier cohorts:

TABLE VII-1B

Questionnaires Mailed and Returned
and Rate of Response, Earlier Graduates
(in numbers and percentages)

College and Year	Number of Questionnaires Mailed	Number of Questionnaires Returned	Response Rate
1970			
Beloit	234	139	59%
Coe	196	97	50
Grinnell	215	113	53
Knox	259	144	56
1965			
Beloit	218	132	61
Knox	234	140	60
Lake Forest	164	78	48
Monmouth	170	71	42
St. Olaf	450	267	59
1960			
Cornell	140	77	55
Knox	128	71	56
Lawrence	247	90	36
Macalester	233	93	40
Ripon	155	54	35
All Years	3043	1566	51%

A Comparison with Non-Respondents

Data were collected from two sources to determine the degree of similarity between respondents and non-respondents. From the files of each college, it was possible to determine the sex of all the graduates in each cohort. From the HEGIS report, "Earned Degrees Conferred," filed annually by each college with the Office of Education, it was possible to determine the undergraduate major fields of all 1975 graduates. These data were then compared with the respondent data (Tables VII-2 and VII-3). In 1965 and 1960, for example, the breakdown by sex of respondents and total graduates was almost identical. Among 1975 respondents, men and women were about equally divided, although among graduates of that year, the sex ratio was 52 men to 48 women; this difference, however, was not statistically significant at the .01 level.

Only between the respondents and graduates of 1970 was there a statistically significant difference: the respondents showed 49 men to 51 women, whereas for the combined graduating classes, there was a 55-45 division.

TABLE VII-2

Comparison of Sex Distribution of Survey
Respondents and All Graduates,
1975 and Earlier Years, by Sex
(in percentages)

	Survey Respondents		All Graduates	
	Men	Women	Men	Women
1975	49.5%	50.5%	52.1%	47.9%
1970	49.0	51.0	55.3	44.7
1965	53.2	46.8	54.2	45.8
1960	55.3	44.7	55.8	44.1
All Years	51.1%	48.9%	54.2%	45.8%
N =	1696	1624	5700	4813

Respondents and total graduates were also almost identically distributed by the undergraduate major fields of both. For example, when the undergraduate major fields of 1975 respondents were grouped under the three academic divisions, the Arts and Humanities, the Social Sciences and the Natural Sciences, there was almost complete correspondence (Table VII-3). (The "other" classification, incidentally, following the Office of Education HEGIS model, includes those whose undergraduate majors were Education, Physical Education, Interdisciplinary, and Business Administration. See Appendix A-6, page 106, The HEGIS Classification System.)

TABLE VII-3

Comparison of 1975 Survey Respondents and All Graduates, by Major Academic Divisions, Men and Women Combined (in percentages)

	Survey Respon-dents	All Graduates
Arts and Humanities	28%	30%
Social Sciences	37	38
Natural Sciences	22	20
Other	13	12
Total	100%	100%
N =	1748	3026

Followup of Non-Respondents

In a telephone followup of non-respondents, calls were made to a random sample of those who did not return the survey. Information was obtained from 62 persons among 1975 non-respondents and 50 who were part of the earlier graduates' non-respondent group. Among the male 1975 non-respondents, there was no unemployment reported at all, although the unemployment rate was 5% among the respondents; for the women, the non-respondents reported 9% unemployment although the survey group had reported 5%. Both men and women non-respondents reported higher full time employment and lower graduate school participation rates than did the respondents. None of the men or women non-respondents was working part time.

As for the earlier graduates, the men non-respondents reported higher graduate school participation rates than did the survey group and slightly higher unemployment rates. The women non-respondents were more often employed full time than were the survey group women, and more of them reported themselves unemployed and looking for work. None of them reported being in graduate or professional school (although 5% of the survey group did) and none reported being employed part time (8% of the survey group did).

TABLE VII-4

Comparison of Respondents and Non-Respondents by Primary Activity, 1975 and Earlier Graduates (in percentages)

	Men		Women	
	Respondents Group	Non-Respondents	Respondents Group	Non-Respondents
	1975 Graduates			
Employed full time	48%	75%	56%	73%
In graduate or professional school	36	21	22	18
Employed part time	5	0	8	0
Unemployed, seeking work	4	0	5	9
Other (military service, homemaking, travel, etc.)	7	4	9	0
Total	100%	100%	100%	100%
N =	854	28	848	34
	Earlier Graduates			
Employed full time	88%	80%	42%	60%
In graduate or professional school	5	16	5	0
Employed part time	1	0	8	0
Unemployed, seeking work	2	4	1	4
Other (military service, homemaking, travel, etc.)	4	0	44	36
Total	100%	100%	100%	100%
N =	802	25	694	25

Chi-square analyses of the data in Table VII-4 indicate only one significant difference between respondents and non-respondents. A significantly higher proportion of 1975 male non-respondents was employed full time as compared with male respondents. Even for this group, however, (1975 men) there were no significant differences between respondents and non-respondents on any of the other categories of current primary activity.

Based on the data in the three preceding tables, it seems reasonable to conclude that non-respondent bias should not be viewed as a significant problem in the interpretation of the data in this study.

Appendix A-1

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12. Fisher, op. cit., p. 26.

13. U.S. Department of Commerce, Bureau of the Census, Money Income in 1975 of Families and Persons in the United States, Series P-60, No. 105, Table G, pp. 21-22.

14. Bisconti, Ann Stouffer and Gomberg, Irene L., The Hard-to-Place Majority--A National Study of The Career Outcomes of Liberal Arts Graduates, Report No. 5, The CPC Foundation, Bethlehem, PA, 1975, p. 17.

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ASSOCIATED COLLEGES QUESTIONNAIRE, 1975 GRADUATES

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- **Use only a soft black lead pencil.**
- **Make heavy black marks that fill the circle.**
- **Erase cleanly any answer you wish to change.**
- **Where write-in responses are necessary, please confine your writing to the limits of the boxes provided.**

Appendix A-2

EXAMPLE:

1. Are marks made in black pencil the only type the optical reader will recognize?

● Yes
○ No

. Indicate your current activities.

B. Primary Current Activity (Mark only one)
A. Current Activities (Mark all that apply)

Employed full-time (35 hours a week or more) . . . Ⓐ Ⓑ
Employed part-time (less than 35 hours a week) . . . Ⓐ Ⓑ
In military service . . . . Ⓐ Ⓑ
In temporary service (VISTA, Peace Corps, USIA, foreign service, missionary work, etc.) . . . Ⓐ Ⓑ
Unemployed, not looking for employment . . . . Ⓐ Ⓑ
Unemployed, looking for employment but received only unsatisfactory offers. Ⓐ Ⓑ
Unemployed, looking for employment but received no offers. . . . . Ⓐ Ⓑ
Household duties (unpaid) . . Ⓐ Ⓑ
In graduate or professional school . . . . Ⓐ Ⓑ
In vocational or technical program . . . . Ⓐ Ⓑ
In teacher certificate program . . . . Ⓐ Ⓑ
In school, but not in degree or certificate program . . . Ⓐ Ⓑ
Travelling and/or vacationing Ⓐ Ⓑ
Volunteer activities . . . . Ⓐ Ⓑ

2. Using the following list of study areas, provide answers in columns A, B and C as indicated:

Ⓐ In which area did you major for your undergraduate degree? (Mark one [or two in the case of a double major].)
Ⓑ In what areas do you wish you had taken more courses as an undergraduate? (Mark all that apply.)
Ⓒ If you are now attending school, what is your major field? (Mark one.)

Agriculture and Natural Resources . . . . Ⓐ Ⓑ Ⓒ
Anthropology . . . . Ⓐ Ⓑ Ⓒ
Architecture and Environmental Design Ⓐ Ⓑ Ⓒ
Area Studies (American, Afro-American, Asian, Latin-American, Slavic, etc.) . Ⓐ Ⓑ Ⓒ
Art . . . . Ⓐ Ⓑ Ⓒ
Biology . . . . Ⓐ Ⓑ Ⓒ
Business and Management:
  Accounting . . . . Ⓐ Ⓑ Ⓒ
  Business Administration/Management Ⓐ Ⓑ Ⓒ
  Industrial Relations/Personnel . . . . . Ⓐ Ⓑ Ⓒ
  Secretarial . . . . Ⓐ Ⓑ Ⓒ
Chemistry . . . . Ⓐ Ⓑ Ⓒ
Classics or Classical Languages . . . . Ⓐ Ⓑ Ⓒ
Communications (Advertising, Journalism, Radio/TV, etc.) . . . . . . Ⓐ Ⓑ Ⓒ
Computer and Information Sciences . . . Ⓐ Ⓑ Ⓒ
Ecology . . . . Ⓐ Ⓑ Ⓒ
Economics . . . . Ⓐ Ⓑ Ⓒ
Education . . . . Ⓐ Ⓑ Ⓒ
Engineering . . . . Ⓐ Ⓑ Ⓒ
English . . . . Ⓐ Ⓑ Ⓒ
Foreign Languages, Modern . . . . Ⓐ Ⓑ Ⓒ
Geology . . . . Ⓐ Ⓑ Ⓒ
Health Professions (Medical, Dental, Nursing, Veterinary, Hospital Administration, etc.) . . . . Ⓐ Ⓑ Ⓒ
History . . . . Ⓐ Ⓑ Ⓒ
Home Economics . . . . Ⓐ Ⓑ Ⓒ
Law . . . . Ⓐ Ⓑ Ⓒ
Library Science . . . . Ⓐ Ⓑ Ⓒ
Mathematics . . . . Ⓐ Ⓑ Ⓒ
Music . . . . Ⓐ Ⓑ Ⓒ
Philosophy . . . . Ⓐ Ⓑ Ⓒ
Physics . . . . Ⓐ Ⓑ Ⓒ
Political Science or Government . . . . Ⓐ Ⓑ Ⓒ
Psychology . . . . Ⓐ Ⓑ Ⓒ
Public Affairs and Services (includes Social Work, Recreation Management, Law Enforcement, etc.) . . . Ⓐ Ⓑ Ⓒ
Religion . . . . Ⓐ Ⓑ Ⓒ
Sociology . . . . Ⓐ Ⓑ Ⓒ
Speech . . . . Ⓐ Ⓑ Ⓒ
Theater . . . . Ⓐ Ⓑ Ⓒ
Urban Studies . . . . Ⓐ Ⓑ Ⓒ
Individually Designed. Please specify . Ⓐ Ⓑ Ⓒ ☐
Interdisciplinary. Please specify . . . . . Ⓐ Ⓑ Ⓒ ☐
Other. Please specify . . . . Ⓐ Ⓑ Ⓒ ☐

3. Did you obtain a teaching certificate as part of your undergraduate program?

○ Yes. (If yes, at what level are you certified to teach?)
Specify: ☐
○ No

4. What additional degree do you hope to obtain? (Mark one.)

○ None
○ Associate (A.A., A.S., etc.)
○ Another Bachelor's
○ A certificate or license (not including those above or below)
○ Master's (M.A., M.S.)
○ Professional Master's (M.B.A., M.A.T., M.S.W., M.Ed., etc.)
○ Ph.D. or equivalent (Sc.D., Ed.D., Th.D., etc.)
○ M.D., D.D.S., D.V.M., D.O., etc.
○ L.L.B. or J.D.

5. In terms of employability only, how do you now view your undergraduate experience? (Please mark one in each column.)

Institutional Type

○ I am generally satisfied with the college I attended
○ I wish I had attended another liberal arts college
○ I wish I had attended a comprehensive university
○ I wish I had attended a community college
○ I wish I had attended a vocational or technical school
○ I wish I had not enrolled in post-secondary education at all

Major

○ I am generally satisfied with my undergraduate major field
○ I am generally satisfied with my undergraduate major but wish I had taken other courses that might be viewed by employers as enhancing my employability
○ I am dissatisfied with my undergraduate major

6. Please mark your current occupation in Column A and your occupational goal in Column B. (Use of these titles, selected from among thousands in the Dictionary of Occupational Titles, and their classification, implies no value judgment but is for comparison purposes only.)

Ⓐ **Current Occupation** (Mark one.)

Ⓑ **Occupational Goal** (Mark one.)

UNEMPLOYED Ⓐ Ⓑ
(includes attending school)

HOMEMAKER, FULL-TIME Ⓐ Ⓑ
(not seeking paid employment)

FARMING, FISHING, FORESTRY Ⓐ Ⓑ

PROFESSIONAL, MANAGERIAL, ADMINISTRATIVE & TECHNICAL

Accountant Ⓐ Ⓑ
Actor, Actress Ⓐ Ⓑ
Artist Ⓐ Ⓑ
Administrative Assistant Ⓐ Ⓑ

Administrator, Business Ⓐ Ⓑ
Administrator, Education Ⓐ Ⓑ
Administrator, Government Ⓐ Ⓑ
Administrator, Hospital/Health Services Ⓐ Ⓑ
Advertising Manager Ⓐ Ⓑ
Bank Officer Ⓐ Ⓑ
Biological Scientist (not teaching) Ⓐ Ⓑ
Business Management Trainee Ⓐ Ⓑ
Buyer Ⓐ Ⓑ
Chemist (not teaching) Ⓐ Ⓑ
Clergy Ⓐ Ⓑ
Computer Programmer, Scientist, Analyst Ⓐ Ⓑ
Counselor, School or Guidance Ⓐ Ⓑ
Counselor, Career or Employment Ⓐ Ⓑ
Dentist Ⓐ Ⓑ
Economist (not teaching) Ⓐ Ⓑ
Editor Ⓐ Ⓑ
Engineer Ⓐ Ⓑ
Horticulturist Ⓐ Ⓑ

Interior Designer/Decorator Ⓐ Ⓑ
Librarian Ⓐ Ⓑ
Lawyer Ⓐ Ⓑ
Legal Aide Ⓐ Ⓑ
Market Researcher Ⓐ Ⓑ
Mathematician/Statistician (not teaching) Ⓐ Ⓑ
Military Service (officer) Ⓐ Ⓑ
Music Director, Musician Ⓐ Ⓑ
Newspaper Reporter Ⓐ Ⓑ
Nurse, Registered Ⓐ Ⓑ
Occupational Therapist Ⓐ Ⓑ
Personnel Ⓐ Ⓑ
Public Relations/Publicity Ⓐ Ⓑ
Psychologist (not teaching) Ⓐ Ⓑ
Physician/Psychiatrist, etc Ⓐ Ⓑ
Physicist (not teaching) Ⓐ Ⓑ
Research Assistant Ⓐ Ⓑ

PROFESSIONAL, ETC. (continued)

Sales Manager Ⓐ Ⓑ
Sociologist (not teaching) Ⓐ Ⓑ
Social Worker Ⓐ Ⓑ
Teacher, Elementary Ⓐ Ⓑ
Teacher, High School Ⓐ Ⓑ
Teacher, College Ⓐ Ⓑ
Teacher, Special or Other Ⓐ Ⓑ
Translator Ⓐ Ⓑ
Urban Planner Ⓐ Ⓑ
Veterinarian Ⓐ Ⓑ
Writer Ⓐ Ⓑ
Other. Please specify Ⓐ Ⓑ

CLERICAL & SALES

Advertising Agent Ⓐ Ⓑ
Bank Teller Ⓐ Ⓑ

Bookkeeper Ⓐ Ⓑ
Computer Operator Ⓐ Ⓑ
File Clerk Ⓐ Ⓑ
Insurance Agent Ⓐ Ⓑ
Keypuncher Ⓐ Ⓑ
Mail Carrier Ⓐ Ⓑ
Messenger Ⓐ Ⓑ
Model Ⓐ Ⓑ
Receptionist Ⓐ Ⓑ
Real Estate Agent Ⓐ Ⓑ
Sales (wholesale & manufacturing) Ⓐ Ⓑ
Sales Clerk Ⓐ Ⓑ
Securities Sales Ⓐ Ⓑ
Secretary Ⓐ Ⓑ
Statistical Clerk Ⓐ Ⓑ
Stock Clerk Ⓐ Ⓑ
Survey Interviewer Ⓐ Ⓑ
Travel Agent Ⓐ Ⓑ
Typist Ⓐ Ⓑ
Other. Please specify Ⓐ Ⓑ

SERVICE

Barber Ⓐ Ⓑ
Bartender Ⓐ Ⓑ
Beautician Ⓐ Ⓑ
Cook Ⓐ Ⓑ
Fire Fighter Ⓐ Ⓑ
Flight Attendant Ⓐ Ⓑ
Groundskeeper Ⓐ Ⓑ
Meatcutter (retail) Ⓐ Ⓑ
Nurse Aide Ⓐ Ⓑ
Police Officer Ⓐ Ⓑ
Private Household Worker Ⓐ Ⓑ
Teacher Aide Ⓐ Ⓑ
Tour Guide Ⓐ Ⓑ
Waiter, Waitress Ⓐ Ⓑ
Other. Please specify Ⓐ Ⓑ

CRAFTSMEN/OPERATORS/TRADES

Assembler Ⓐ
Auto Mechanic Ⓐ
Auto Service Station Attendant Ⓐ
Baker Ⓐ
Bus Driver Ⓐ
Construction Worker Ⓐ
Dental Technician Ⓐ
Jeweler Ⓐ
Machine Operator Ⓐ
Machinist Ⓐ
Painter/Paper Hanger Ⓐ
Plumber Ⓐ
Radio/TV Repair Ⓐ
Taxi Driver Ⓐ
Truck Driver Ⓐ
Welder Ⓐ
Other. Please specify Ⓐ

If you are presently a full-time homemaker o
unemployed, please go directly to question 1

7. Which category best describes the type of org zation in which you are employed? (Mark on

Government:
○ Federal
○ State
○ Local

Education:
○ Elementary and Secondary
○ Postsecondary Education
○ Other

Nonprofit Organizations:
○ Hospital, clinic, health care center
○ Social Welfare
○ Church
○ Museum, art gallery, botanical garden, zo
○ Other

Business and Services:
○ Agriculture or mining
○ Commerce, finance, insurance, real estate
○ Manufacturing or construction
○ Personal and business services
○ Retail or wholesale trade
○ Transportation or public utility
○ Other

Self-Employed:
○ Sole proprietor
○ Partnership

Other:
○ Please specify.

8. How satisfied are you with your CURREN employment? (Mark one only.)

○ I am enthusiastic about it.
○ I like it.
○ I am more or less neutral about it.
○ I don't like it.

How did you obtain your FIRST job after college? (Mark all that apply.)

Through:

○ Relatives
○ Friends
○ A college alumnus
○ A college teacher
○ A college program (field work, field term, internship, off-campus, etc.)
○ Extra-curricular college experiences (theater, athletics, clubs, newspaper, etc.)
○ My college's placement office
○ Strategies and techniques taught by my college placement office
○ Previous part-time or summer employment
○ Answering want ad or other job advertisement
○ A direct call or visit to an employer
○ Other. Please specify.

☐

. Which statement best describes how you regard your CURRENT employment? (Please mark only one.)

○ Employment with definite career potential
○ Employment with possible career potential
○ Employment to earn money while I decide what kind of work I want
○ Temporary employment to earn money to do something else (travel, school, have free time, etc.)
○ Temporary employment until something better can be found

Aside from your college education, how did you acquire the knowledge or skills necessary for your CURRENT employment? (Mark all that apply.)

○ Formal training at another institution
○ Company (or in-house) formal training program
○ On-the-job training
○ Picked it up myself
○ Previous part-time or summer employment
○ No special training required

Indicate which of the following statements apply in reference to your CURRENT employment. (Mark all that apply.)

○ I supervise two or more people.
○ My current employment offers future prospects for further advancement.
○ My educational experiences are well-utilized in my employment.
○ Most of my colleagues have college degrees.
○ Most of the time I design my own program of work.
○ I have policy-making responsibility.
○ I have decision-making responsibility.
○ I have sufficient status or prestige.
○ I am satisfied with my career progress to date.
○ My employment fits my long-range goals.
○ My employment has altered my long-range goals.
○ I would like to remain with my current employer for the foreseeable future.
○ I would like to remain in my current occupation for the foreseeable future.
○ My skills are well-utilized in my employment.
○ During college I had a part-time or summer job related to my current employment.
○ During college I had a college-sponsored work experience related to my current employment.

13a. Liberal arts graduates do not necessarily expect their employment to be related to their college majors. As you see it, is your CURRENT employment related to your undergraduate major field? (Mark one only.)

○ Closely related. Go to Question 14.
○ Somewhat related. Continue with 13b.
○ Not related. Continue with 13b.

13b. Why are you working in employment "somewhat" or "not" related to your undergraduate major? (Mark all that apply.)

○ This question has no relevance for liberal arts graduates.
○ Never planned to take closely related employment.
○ Prefer line of work not closely related.
○ Tried closely related employment, but did not like it.
○ First job was unrelated to major field and I became interested in this type of work.
○ Joined family business or firm.
○ Found employment that offers a better chance for career advancement.
○ No longer in closely related employment due to promotion.
○ Found better paying employment.
○ Wanted part-time work, flexible hours.
○ Wanted to work at home.
○ Am on a temporary assignment (VISTA, Peace Corps, USIA, foreign service, missionary work, etc.).
○ Employment related to my major is not available where I live and I do not want to move.
○ Could not get closely related employment, but would prefer it.
○ Limited in job selection by situation of spouse, family responsibilities.
○ Very few jobs are related to my major.
○ Employment opportunities are scarce for people in jobs related to my major.

14. What is your sex? ○ Male ○ Female

15. What is your current marital status? (Mark one.)

○ Single (never married)
○ Married
○ Separated, divorced
○ Widowed

16. Are you: (Mark the one that best applies.)

○ White/Caucasian
○ Black/Negro/Afro-American
○ American Indian
○ Oriental
○ Mexican-American/Chicano
○ Puerto Rican-American
○ Other

17. What are your gross annual earnings from your CURRENT employment? (Please mark one.)

○ Less than $3,000
○ $3,000–$5,999
○ $6,000–$8,999
○ $9,000–$11,999
○ $12,000–$14,999
○ $15,000–$17,999
○ $18,000–$20,999
○ $21,000–$23,999
○ $24,000–$26,999
○ $27,000–$29,999
○ $30,000 and over

18. The following general skills and competencies are considered necessary to success in at least some chosen endeavors. Please indicate for each competency listed (1) whether the competency is necessary for success in your CURRENT endeavors, and (2) how effective your undergraduate institution was in developing each competency.

(2)Effectiveness of My College in Developing
Ⓝ Not Effective
Ⓢ Somewhat Effective
Ⓔ Effective

(1)Necessary to Success in Chosen Endeavor
Ⓝ No
Ⓨ Yes

Ability to think analytically	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to apply knowledge from my undergraduate field to new problems	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to acquire new skills and understanding on my own	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to write well	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to communicate effectively orally	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to utilize sophisticated quantitative tools (complex statistics, etc.)	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to solve complex problems where very little is known about the area (where a review of literature won't be of much help)	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to evaluate and choose between alternative courses of action	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to formulate creative and original ideas and solutions	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to convey meaning through artistic and creative expression	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to cope with complex moral and ethical issues	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to place current problems in historical-cultural and philosophical perspective	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Sensitivity to feelings and perceptions of others	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to utilize political processes	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to organize and supervise work of others	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Ability to function as a member of a team	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
Other abilities which you consider important, please list.					
	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ
	Ⓨ	Ⓝ	Ⓔ	Ⓢ	Ⓝ

19. Indicate the importance to you personally of each of the following:
(Mark one for each item.)

Ⓝ Not Important
Ⓢ Somewhat Important
Ⓥ Very Important
Ⓔ Essential

Becoming accomplished in the creative or performing arts	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an authority on a special subject in my field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Obtaining recognition from my colleagues for contributions in my special field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being very well-off financially	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Helping others	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming involved in community activities	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming a community leader	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Making a theoretical contribution to science	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Writing original works (poems, novels, short stories, plays)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being successful in a business of my own	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Raising a family	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Fulfilling religious commitment	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming involved in programs to clean up the environment	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Improving the quality of life	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being involved in efforts to improve health, reduce illness	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Engaging in hobbies and leisure activities	Ⓔ	Ⓥ	Ⓢ	Ⓝ

20a. In which year did you begin your undergraduate education?

○ Earlier than 1969
○ 1969 ○ 1970 ○ 1971 ○ 1972

b. Did you begin your undergraduate education at the institution from which you graduated?

○ Yes ○ No

21. If you are CURRENTLY unemployed:

a. Please mark all the reasons below that apply to you:

○ Do not want to be employed at the present time
○ Enrolled in school
○ Would like to be employed, but am apprehensive about seeking employment
○ Would like a part-time job (or a job with flexible hours), but am unable to find one
○ Spouse discourages employment
○ Involved with home, child care (voluntarily)
○ Involved with home, child care because unable to find adequate substitute care
○ Not sure how to go about seeking employment
○ Am seeking employment but haven't found anything I want
○ Am not seeking work because I feel that I would be unable to find a job
○ Moved to a new location, haven't found a job
○ Was released from my job due to a cut-back
○ Illness, accident, or health problems
○ Other, specify. ☐

b. Since graduation, when were you last employed (full or part-time)?

○ Within last 3 months ○ 7–12 months ago
○ 4–6 months ago ○ Never

c. When do you plan to seek employment? (Mark one.)

○ Am currently seeking employment
○ Within a year
○ 1–5 years from now

○ More than 5 years from now
○ Uncertain, but probably sometime in the future
○ Never

○ **Please mark here if you are willing to have your questionnaire returned to your college to help other graduates.**

THANK YOU FOR YOUR COOPERATION.
Return questionnaire in enclosed postage-paid envelope to:

Associated Colleges Research
c/o Intran Processing Center
4555 West 77th Street
Minneapolis, Minnesota 55435

DO NOT	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	Ⓐ
MARK	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	④
IN THE	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	③
SHADED	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	②
AREA	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	①

GRINNELL COLLEGE
GRINNELL, IOWA 50112

Appendix A-3

OFFICE OF THE PRESIDENT
515: 236-4000

Dear 1975 Graduate:

You and your Grinnell classmates have been chosen along with graduates of the other Associated Colleges of the Midwest as representative of private liberal arts college graduates for a current national study. The study, "Better Information for Student Choice," is financed by the Department of Health, Education and Welfare and aims to aid high school students by providing them with more information about the effects of their college choice on their future lives.

Our portion of the study is entitled "Employability and Career Patterns of Liberal Arts Graduates," and the enclosed questionnaire deals with only that aspect of your life - your employment or career goals. The basic cultural and educational values of your liberal arts experience are not at issue here; we ask your candid evaluation of that experience only in the important but limited area of earning a living and pursuing a career.

I hope that you will complete the questionnaire even if you are not currently employed or enrolled in graduate or professional school. The greater the response rate, the more certain we will be that the survey's findings are full and accurate. The few minutes you contribute will aid us in formulating a comprehensive view of the various paths our alumni have taken, and in communicating to prospective students a picture of those opportunities.

To maintain your anonymity all responses will be tabulated by a central agency. The questionnaire is numbered only so the agency will know you have responded and can then remove your name from the list for follow-up reminders. The responses will be coded and used in group comparisons only; your name will not be connected with your response in any way.

I appreciate your cooperation in this important effort. Thank you.

Sincerely,

A. Richard Turner

A. Richard Turner
President

ART:mk

ASSOCIATED COLLEGES OF THE MIDWEST, SURVEY OF GRADUATES

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- **Use only a soft black lead pencil.**
- **Make heavy black marks that fill the circle.**
- **Erase cleanly any answer you wish to change.**
- **Where write-in responses are necessary, please confine your writing to the limits of the boxes provided.**

Appendix A-4

EXAMPLE:

1. Are marks made in black pencil the only type the optical reader will recognize?

● Yes
○ No

. Indicate your current activities.

B. All Current Activities (Mark all that apply)

A. Primary Current Activity (Mark only one)

Employed full-time (35 hours a week or more)	Ⓐ Ⓑ
Employed part-time (less than 35 hours a week)	Ⓐ Ⓑ
In military service	Ⓐ Ⓑ
In temporary service (VISTA, Peace Corps, USIA, foreign service, missionary work, etc.)	Ⓐ Ⓑ
Unemployed, not looking for employment	Ⓐ Ⓑ
Unemployed, looking for employment but received only unsatisfactory offers.	Ⓐ Ⓑ
Unemployed, looking for employment but received no offers.	Ⓐ Ⓑ
Household duties (unpaid)	Ⓐ Ⓑ
In graduate or professional school	Ⓐ Ⓑ
In vocational or technical program	Ⓐ Ⓑ
In teacher certificate program	Ⓐ Ⓑ
In school, but not in degree or certificate program	Ⓐ Ⓑ
Travelling and/or vacationing	Ⓐ Ⓑ
Volunteer activities	Ⓐ Ⓑ

2. Considering degree programs only, please use the following list of study areas to provide answers in columns A, B and C as indicated:

Ⓐ **In which area did you major for your undergraduate degree?** (Mark one [or two in the case of a double major].)

Ⓑ **In what areas do you wish you had taken more courses as an undergraduate?** (Mark all that apply.)

Ⓒ **If you have attended or are now attending school beyond the undergraduate level, what was/is your major field for your highest degree?** (Mark one.)

Agriculture and Natural Resources	Ⓐ Ⓑ Ⓒ
Anthropology	Ⓐ Ⓑ Ⓒ
Architecture and Environmental Design	Ⓐ Ⓑ Ⓒ
Area Studies (American, Afro-American, Asian, Latin-American, Slavic, etc.)	Ⓐ Ⓑ Ⓒ
Art	Ⓐ Ⓑ Ⓒ
Biology	Ⓐ Ⓑ Ⓒ
Business and Management:	
Accounting	Ⓐ Ⓑ Ⓒ
Business Administration/Management	Ⓐ Ⓑ Ⓒ
Industrial Relations/Personnel	Ⓐ Ⓑ Ⓒ
Secretarial	Ⓐ Ⓑ Ⓒ
Chemistry	Ⓐ Ⓑ Ⓒ
Classics or Classical Languages	Ⓐ Ⓑ Ⓒ
Communications (Advertising, Journalism, Radio/TV, etc.)	Ⓐ Ⓑ Ⓒ
Computer and Information Sciences	Ⓐ Ⓑ Ⓒ
Ecology	Ⓐ Ⓑ Ⓒ
Economics	Ⓐ Ⓑ Ⓒ
Education	Ⓐ Ⓑ Ⓒ
Engineering	Ⓐ Ⓑ Ⓒ
English	Ⓐ Ⓑ Ⓒ
Foreign Languages, Modern	Ⓐ Ⓑ Ⓒ
Geology	Ⓐ Ⓑ Ⓒ
Health Professions (Medical, Dental, Nursing, Veterinary, Hospital Administration, etc.)	Ⓐ Ⓑ Ⓒ
History	Ⓐ Ⓑ Ⓒ
Home Economics	Ⓐ Ⓑ Ⓒ
Law	Ⓐ Ⓑ Ⓒ
Library Science	Ⓐ Ⓑ Ⓒ
Mathematics	Ⓐ Ⓑ Ⓒ
Music	Ⓐ Ⓑ Ⓒ
Philosophy	Ⓐ Ⓑ Ⓒ
Physics	Ⓐ Ⓑ Ⓒ
Political Science or Government	Ⓐ Ⓑ Ⓒ
Psychology	Ⓐ Ⓑ Ⓒ
Public Affairs and Services (includes Social Work, Recreation Management, Law Enforcement, etc.)	Ⓐ Ⓑ Ⓒ
Religion	Ⓐ Ⓑ Ⓒ
Sociology	Ⓐ Ⓑ Ⓒ
Speech	Ⓐ Ⓑ Ⓒ
Theater	Ⓐ Ⓑ Ⓒ
Urban Studies	Ⓐ Ⓑ Ⓒ
Individually Designed. Please specify	Ⓐ Ⓑ Ⓒ
Interdisciplinary. Please specify	Ⓐ Ⓑ Ⓒ
Other. Please specify	Ⓐ Ⓑ Ⓒ

. Did you obtain a teaching certificate as part of your undergraduate program?

○ Yes. (If yes, at what level are you certified to teach?)

Specify:

○ No

What additional academic degree(s) have you obtained or do you hope to obtain? (Mark all that apply.)

	Have Obtained	Hope to Obtain
None	Ⓐ	Ⓑ
Associate (A.A., A.S., etc.)	Ⓐ	Ⓑ
Another Bachelor's	Ⓐ	Ⓑ
Master's (M.A., M.S.)	Ⓐ	Ⓑ
Professional Master's (M.B.A., M.A.T., M.S.W., M.Ed., etc.)	Ⓐ	Ⓑ
Ph.D. or equivalent (Sc.D., Ed.D., Th.D., etc.)	Ⓐ	Ⓑ
M.D., D.D.S., D.V.M., D.O., etc.	Ⓐ	Ⓑ
L.L.B. or J.D.	Ⓐ	Ⓑ

5. Have you obtained or do you hope to obtain a vocational certificate or license (nurse, teacher, real estate broker, certified life underwriter, physical trainer, etc.)?

○ Yes, I have
○ Yes, I hope to
○ No

If yes, please specify:

6. Are you now (or were you) enrolled in a continuing education program?

○ No
○ Yes

If yes, was this for: (Mark all that apply.)

○ Work-related reasons
○ General interest
○ C.E.U. credit

7. **YOUR WORK HISTORY. Please use this page to indicate the positions you have held since undergraduate college. Start with your current position in Col. A, and mark one of the occupational titles listed, or use the "other" boxes at the far right. Then, still in Col. A, under "Type of Employer" at the far right, mark your current employer and, at bottom right under " Number of Years," mark the number of years you have been in this position. Finally at the bottom of the page, mark whether this position is part-time. Now return to the top of the page and do the same thing in Col. B for your most recent previous job, and so on. Work back to Col. E, where you indicate your First Job after college.**

Please mark your first job in Col. E even if it's the job you have held since graduation or the only other one you held besides your current position. If your current position is your first job, please mark it only in Col. E. If you are not currently gainfully employed but have been, please mark your previous positions (if any) in Cols.B-D and your First Job in Col. E.

(Use of occupational titles below, selected from among thousands in the Dictionary of Occupational Titles, and their classification, implies no value judgment but is for comparison purposes only.)

OCCUPATION

PROFESSIONAL, MANAGERIAL, ADMINISTRATIVE, & TECHNICAL

Current Position / Previous Position / Previous Position / Previous Position / First Job

Accountant . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Actor, Actress . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Artist . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Administrative Assistant . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Administrator, Busines . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Administrator, Education . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Administrator, Government . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Administrator, Hospital/ Health Services . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Advertising Manager . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Bank Officer . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Biological Scientist (not teaching) . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Business Management Trainee . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Buyer . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Chemist (not teaching) . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Clergy . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Computer Programmer, Scientist, Analyst . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Counselor, School or Guidance . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Counselor, Career or Employment . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Dentist . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Economist (not teaching) . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Editor . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Engineer . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Horticulturist . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Interior Designer/Decorator . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Librarian . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Lawyer . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Legal Aide . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Market Researcher . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Mathematican/Statistican (not teaching) . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Military Service (officer) . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Music Director/Musician . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Newspaper Reporter . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Nurse, Registered . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Occupational Therapist . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Personnel . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Public Relations/Publicity . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

PROFESSIONAL, ETC. *(continued)*

Psychologist (not teaching) Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Physician/Psychiatrist, etc. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Physicist (not teaching) . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Research Assistant . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Sales Manager . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Sociologist (not teaching) . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Social Worker . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Teacher, Elementary . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Teacher, High School . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Teacher, College . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Teacher, Special or Other . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Translator . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Urban Planner . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Veterinarian . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Writer . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

CLERICAL & SALES

Advertising Agent . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Bank Teller . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Bookkeeper . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Computer Operator . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
File Clerk . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Insurance Agent . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Keypuncher . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Mail Carrier . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Messenger . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Model . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Receptionist . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Real Estate Agent . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Sales (wholesale & manufacturing) . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Sales Clerk . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Securities Sales . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Secretary . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Statistical Clerk . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Stock Clerk . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Survey Interviewer . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Travel Agent . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Typist . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

SERVICE

Bartender . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Fire Fighter . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Flight Attendant . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Nurse Aide . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Police Officer . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Teacher Aide . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Waiter, Waitress . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

CRAFTSMEN/OPERATORS/TRADES

Bus/Taxi/Truck Driver . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Construction Worker . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Dental Technician . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Machine Operator . . . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
Machinist . . . . Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

OTHER (please specify)

________________ . . Ⓐ Ⓑ Ⓒ Ⓓ
________________ . . Ⓐ Ⓑ Ⓒ Ⓓ
________________ . . Ⓐ Ⓑ Ⓒ Ⓓ
________________ . . Ⓐ Ⓑ Ⓒ Ⓓ
________________ . . Ⓐ Ⓑ Ⓒ Ⓓ

TYPE OF EMPLOYER

Current Position / Previous Position / Previous Positio / Previou

Government:
Federal . . . . Ⓐ Ⓑ Ⓒ Ⓓ
State . . . . Ⓐ Ⓑ Ⓒ Ⓓ

Local . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Education:
Elementary and Secondar . . Ⓐ Ⓑ Ⓒ Ⓓ
Postsecondary Education . . . Ⓐ Ⓑ Ⓒ Ⓓ
Other . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Nonprofit Organizations:
Hospital, clinic, health care center . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Social Welfare . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Church . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Museum, art gallery, botanical garden, zoo . . . Ⓐ Ⓑ Ⓒ Ⓓ
Other . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Business and Services:
Agriculture or mining . . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Commerce, finance, insurance, real estate . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Manufacturing or construction . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Personal and business services
Retail or wholesale trade . . . Ⓐ Ⓑ Ⓒ Ⓓ
Transportation or public utility . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Other . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Self-Employed:
Sole proprietor . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Partnership . . . . Ⓐ Ⓑ Ⓒ Ⓓ
Other (please specify)
________________ . . . . Ⓐ Ⓑ Ⓒ Ⓓ

NUMBER OF YEARS

Less than 1 . . . . Ⓐ Ⓑ Ⓒ
1–2 . . . . Ⓐ Ⓑ Ⓒ
3–4 . . . . Ⓐ Ⓑ Ⓒ
More than 4 . . . . Ⓐ Ⓑ Ⓒ

Mark each position which is/was part-time. (Less than 35 hrs./wk.) . . . . Ⓐ Ⓑ Ⓒ

. **In terms of employability only, how do you now view your undergraduate experience?** (Please mark one in each column.)

Institutional Type

- ○ I am generally satisfied with the college I attended
- ○ I wish I had attended another liberal arts college
- ○ I wish I had attended a comprehensive university
- ○ I wish I had attended a community college
- ○ I wish I had attended a vocational or technical school
- ○ I wish I had not enrolled in post-secondary education at all

Major

- ○ I am generally satisfied with my undergraduate major field
- ○ I am generally satisfied with my undergraduate major but wish I had taken other courses that might be viewed by employers as enhancing my employability
- ○ I am dissatisfied with my undergraduate major

If presently you are not gainfully employed, please go directly to Question 13.

9. **How satisfied are you with your CURRENT employment?** (Mark one only.)

- ① I am enthusiastic about it.
- ② I like it.
- ③ I am more or less neutral about it.
- ④ I don't like it.

0. **From CURRENT employment, please mark:**

	A. Your OWN gross annual income	**B. Gross annual FAMILY income**
Less than $3,000	Ⓐ	Ⓑ
$3,000–$5,999	Ⓐ	Ⓑ
$6,000–$8,999	Ⓐ	Ⓑ
$9,000–$11,999	Ⓐ	Ⓑ
$12,000–$14,999	Ⓐ	Ⓑ
$15,000–$17,999	Ⓐ	Ⓑ
$18,000–$20,999	Ⓐ	Ⓑ
$21,000–$23,999	Ⓐ	Ⓑ
$24,000–$26,999	Ⓐ	Ⓑ
$27,000–$29,999	Ⓐ	Ⓑ
$30,000 and over	Ⓐ	Ⓑ

1. **Indicate which of the following statements apply in reference to your CURRENT employment.** (Mark all that apply.)

- ○ My current employment offers future prospects for further advancement.
- ○ I supervise two or more people.
- ○ My educational experiences are well-utilized in my employment.
- ○ Most of my colleagues have college degrees.
- ○ Most of the time I design my own program of work.
- ○ I have policy-making responsibility.
- ○ I have decision-making responsibility.
- ○ I have sufficient status or prestige.
- ○ I am satisfied with my career progress to date.
- ○ My employment fits my long-range goals.
- ○ My employment has altered my long-range goals.
- ○ I would like to remain with my current employer for the foreseeable future.
- ○ I would like to remain in my current occupation for the foreseeable future.
- ○ My skills are well-utilized in my employment.
- ○ During college I had a part-time or summer job related to my current employment.
- ○ During college I had a college-sponsored work experience related to my current employment.

12a. **Liberal arts graduates do not necessarily expect their employment to be related to their college majors. As you see it, is your CURRENT employment related to your undergraduate major field?** (Mark one only.)

- ○ Closely related. Go to Question 13.
- ○ Somewhat related. Continue with 12b.
- ○ Not related. Continue with 12b.

12b. **Why are you working in employment "somewhat" or "not" related to your undergraduate major?** (Mark all that apply.)

- ○ This question has no relevance for liberal arts graduates.
- ○ Never planned to take closely related employment.
- ○ Prefer line of work not closely related.
- ○ Tried closely related employment, but did not like it.
- ○ First job was unrelated to major field and I became interested in this type of work.
- ○ Joined family business or firm.
- ○ Found employment that offers a better chance for career advancement.
- ○ No longer in closely related employment due to promotion.
- ○ Found better paying employment.
- ○ Wanted part-time work, flexible hours.
- ○ Am on a temporary assignment (VISTA, Peace Corps, USIA, foreign service, missionary work, etc.).
- ○ Employment related to my major is not available where I live and I do not want to move.
- ○ Could not get closely related employment, but would prefer it.
- ○ Limited in job selection by situation of spouse, family responsibilities.
- ○ Very few jobs are related to my major.
- ○ Employment opportunities are scarce for people in jobs related to my major.

13. **If you have ever been employed or are now, which phrase best describes your employment pattern since graduation?** (Mark one.)

- ○ Continuous, except for brief interruptions during employment changes
- ○ Continuous, except for time out for further study or military service
- ○ Discontinuous: employed immediately after college, then took time out for family
- ○ Discontinuous: took time out for family immediately after college, now employed

14. **What is your sex?** ○ Male ○ Female

15. **What is your current marital status?** (Mark one.)

- ○ Single (never married)
- ○ Married
- ○ Separated, divorced
- ○ Widowed

16. **How many children have you?**

- ○ None
- ○ One
- ○ Two
- ○ Three
- ○ Four
- ○ More than four

17. **Are you:** (Mark the one that best applies.)

- ○ Black/Negro/Afro-American
- ○ Mexican-American/Chicano
- ○ Puerto Rican-American
- ○ White/Caucasian
- ○ Oriental
- ○ American Indian
- ○ Other

18. The following general skills and competencies are considered necessary to success in at least some chosen endeavors. Please indicate for each competency listed (1) whether the competency is necessary for success in your CURRENT endeavors, and (2) how effective your undergraduate institution was in developing each competency.

(2)Effectiveness of My College in Developing — Ⓝ Not Effective, Ⓢ Somewhat Effective, Ⓔ Effective

(1)Necessary to Success in Chosen Endeavor — Ⓝ No, Ⓨ Yes

	(1)	(2)
Ability to think analytically	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to apply knowledge from my undergraduate field to new problems	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to acquire new skills and understanding on my own	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to write well	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to communicate effectively orally	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to utilize sophisticated quantitative tools (complex statistics, etc.)	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to solve complex problems where very little is known about the area (where a review of literature won't be of much help)	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to evaluate and choose between alternative courses of action	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to formulate creative and original ideas and solutions.	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to convey meaning through artistic and creative expression	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to cope with complex moral and ethical issues	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to place current problems in historical-cultural and philosophical perspective	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Sensitivity to feelings and perceptions of others	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to utilize political processes	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to organize and supervise work of others	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Ability to function as a member of a team	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
Other abilities which you consider important, please list.		
☐	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
☐	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ
☐	Ⓨ Ⓝ	Ⓔ Ⓢ Ⓝ

19. Indicate the importance to you personally of each of the following:
(Mark one for each item.)

Ⓝ Not Important, Ⓢ Somewhat Important, Ⓥ Very Important, Ⓔ Essential

Becoming accomplished in the creative or performing arts	Ⓔ Ⓥ Ⓢ Ⓝ
Becoming an authority on a special subject in my field	Ⓔ Ⓥ Ⓢ Ⓝ
Obtaining recognition from my colleagues for contributions in my special field	Ⓔ Ⓥ Ⓢ Ⓝ
Being very well-off financially	Ⓔ Ⓥ Ⓢ Ⓝ
Helping others	Ⓔ Ⓥ Ⓢ Ⓝ
Becoming involved in community activities	Ⓔ Ⓥ Ⓢ Ⓝ
Becoming a community leader	Ⓔ Ⓥ Ⓢ Ⓝ
Making a theoretical contribution to science	Ⓔ Ⓥ Ⓢ Ⓝ
Writing original works (poems, novels, short stories, plays)	Ⓔ Ⓥ Ⓢ Ⓝ
Being successful in a business of my own	Ⓔ Ⓥ Ⓢ Ⓝ
Raising a family	Ⓔ Ⓥ Ⓢ Ⓝ
Fulfilling religious commitment	Ⓔ Ⓥ Ⓢ Ⓝ
Becoming involved in programs to clean up the environment	Ⓔ Ⓥ Ⓢ Ⓝ
Improving the quality of life	Ⓔ Ⓥ Ⓢ Ⓝ
Being involved in efforts to improve health, reduce illness	Ⓔ Ⓥ Ⓢ Ⓝ
Engaging in hobbies and leisure activities	Ⓔ Ⓥ Ⓢ Ⓝ

20a. How many years did you take to complete your undergraduate degree?

○ Three ○ Five ○ More than 6 years
○ Four ○ Six

b. Did you begin your undergraduate education at the institution from which you graduated?

○ Yes ○ No

21. If you are CURRENTLY not gainfully employed:

a. Please mark all the reasons below that apply to you:

- ○ Do not want to be employed at the present time
- ○ Choose to spend time in volunteer activities
- ○ Enrolled in school
- ○ Would like to be employed, but am apprehensive about seeking employment
- ○ Would like a part-time job (or a job with flexible hours), but am unable to find one
- ○ Spouse discourages employment
- ○ Involved with home, child care because unable to find adequate substitute care
- ○ Involved with home, child care (voluntarily)
- ○ Not sure how to go about seeking employment
- ○ Am seeking employment but haven't found anything I want
- ○ Am not seeking work because I feel that I would be unable to find a job
- ○ Moved to a new location, haven't found a job
- ○ Was released from my job due to a cut-back
- ○ Illness, accident, or health problems
- ○ Other, specify. ☐

b. When were you last employed (full- or part-time)?

○ Within last 3 months ○ 13–24 months ago
○ 4–6 months ago ○ Over two years ago
○ 7–12 months ago ○ Never

c. When do you plan to seek employment? (Mark one.)

- ○ Am currently seeking employment
- ○ Within a year
- ○ 1–5 years from now
- ○ 6–10 years from now
- ○ More than 10 years from now
- ○ Uncertain, but probably sometime in the future
- ○ Never

○ **Please mark here if you would be willing to be part of a follow-up survey.**

○ **Please mark here if you are willing to have your questionnaire returned to your college to help other graduates.**

THANK YOU FOR YOUR COOPERATION.

Return questionnaire in enclosed postage paid envelope to:

Associated Colleges Research
4555 West 77th St.
Minneapolis, Mn.
55435

DO NOT MARK IN THIS SHADED AREA

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨
				①	②	③	④	Ⓐ

Appendix A-5

Use of the Occupational D.O.T. Code

When the ACM survey was designed, the Dictionary of Occupational Titles (D.O.T.) was in its third edition, published in 1965. Subsequently a fourth edition was published, in 1977, which could be useful, containing as it does many new titles for occupations not even known in 1965. But the third edition was sufficient to provide the framework needed for this study. It named, defined, and classified 22,000 separate occupations known by 14,000 other titles, making a total of 36,000 job titles. It provided a standard terminology and a classification system by which the results of the ACM survey could be compared with any other data incorporating the same system, including tables on employment, earnings, occupations, unemployment, etc., published by the U.S. Census and by the Departments of Labor, Commerce, Health and Welfare, and others.

The D.O.T. code is a six-digit code, with three digits before the decimal and three digits following it. By this code, occupations are grouped according to their interrelationships. Thus, the first digit indicates the general industry (or other) group (there are 10 major groups) in which the occupation is located, the second digit indicates the broad type of activity and the third digit, more specific activity. For example, the first digit, 1, refers to jobs in the managerial area; 18 refers to managers and officials, and 188 refers to public administration managers and officials. (The final three digits after the decimal were not used in the ACM study. They are based on findings that each job requires the worker to function in relation to Data [the fourth digit], People [the fifth] and Things [the sixth]. The job is rated on a scale of 0 to 8 in each, with 0 representing the highest level.)

The first three digits, properly used, are sufficient to ensure valid comparisons with other data utilizing the D.O.T. system. For example, many government reports classify occupations in a seven-way breakdown: Professional and Technical occupations; Managerial and Administrative; Sales; Clerical; Service; Crafts, Operators and Trades (often called "Blue Collar"); and Farming, Fishery and Forestry occupations. This occupational breakdown was used on page two of the ACM questionnaire, with specific job titles presented under each grouping. In the ACM questionnaire, the first two groups were compressed into one, and sales and clerical were also combined.

For the most part, job titles listed in the ACM questionnaire were verbatim titles that appear in the D.O.T. Presenting respondents with job titles, of course, does not ensure that each respondent will interpret the title according to the D.O.T. definition, nor that two people with the same title actually perform the same work. But these problems of interpretation plague any survey of occupations. The advantages of the D.O.T. system lie in its comprehensive classification method, in the possibilities for more detailed analysis that specific job titles provide, and in the assurance it affords that when respondents write in job titles they did not find listed, these titles can be coded as part of a consistent whole.

Here are examples of job titles listed in the questionnaire classified by the D.O.T. as "professional and technical" and of titles classified as "managerial and administrative":

Professional and Technical: non-teaching biological scientist, chemist, economist, mathematician, statistician, sociologist, physicist and psychologist; educational administrator, computer programmer, school or guidance counselor, dentist, editor, engineer, horticulturist, interior designer, librarian, lawyer, legal aide, market researcher, music director or musician, newspaper reporter, registered nurse, occupational therapist, physician, research assistant;

elementary, secondary, special and college teacher; translator, veterinarian and writer.

Managerial and Administrative: accountant, administrative assistant, business administrator, government administrator, hospital and health services administrator, advertising manager, bank officer, business management trainee, buyer, career or employment counselor, military service officer, personnel, public relations/publicity, sales manager, social worker, and urban planner. (The job titles listed under the other groupings in the ACM questionnaire are fairly self-evident.)

One might object on an intuitive basis to the inclusion of any given title in either of the above categories, but the D.O.T. classification system is not based on intuitive feelings. Its adoption does give some assurance of consistency.

Quite often, particularly in the professional and managerial fields, the three-digit D.O.T. code is overly inclusive. This may be overcome by utilizing adjacent "empty" numbers. For example, 090 stands for college teacher, but also for academic dean, president, department head, director of student affairs, admissions, and financial aid and many other administrative posts. One might assign 090 to college teacher exclusively, and set up 098 to cover a general term, educational administrator. This is possible because the D.O.T. code is empty at 098. Placing the manufactured title in an adjacent slot preserves the proper accumulation of titles under "education."

That aggregative or disaggregative property of the D.O.T. is particularly important. After a job title has once been coded in three digits, it may be combined with others in endless variety. For example, all occupations beginning with 07 are occupations in medicine and health. One might wish to look at all these together or one might ask for specific groups: 070, physicians and surgeons;

071, osteopaths; 072, dentists; 073, veterinarians; 074, pharmacists; 075, registered nurses; and so forth.

The master plan behind the D.O.T. classification system ensures the consideration of any job title in an orderly fashion and in relation to its own and other occupational groups.

Appendix A-6

The HEGIS Classification System

The annual reports colleges are required to file with the federal government in the Higher Education General Information Survey (HEGIS) define the method by which academic disciplines are to be grouped into broader areas. These areas are not so broadly defined, however, as the familiar tripartite division among the "arts and humanities," the "social sciences" and the "natural sciences." But the various groups in the HEGIS classification can be combined to achieve this three-way classification. Each of the HEGIS groupings in turn does specify the subject matter fields of which it is composed.

The three major areas used in this study were obtained by combining HEGIS groups in this fashion. In addition, there is a fourth group, the catch-all "other," consisting of subject fields (usually professional) that do not fall within the other three.

Arts and Humanities

Fine and applied arts (fine arts, general, art, art history and appreciation; music performance, composition, and theory; music in liberal arts, music appreciation, dramatic arts, photography, language arts, art studies and history, fine arts and drama, drama and speech, medical illustration, theater)

Foreign languages (foreign languages, general; French, German, Spanish, Russian, Chinese, Japanese, Latin, classical Greek, Scandinavian languages, classical languages, romance languages, Chinese and Japanese languages and cultures)

Letters (English, general; English literature, comparative literature, classics, linguistics; speech, debate and forensics; philosophy, religious studies, English composition, speech and drama, ancient studies, medieval studies, phenomenology and literature; English and linguistics, creative writing)

Natural Sciences

Biological sciences (general biology, biochemistry, ecology, neurosciences, biology and chemistry, biology and geology, functional science, molecular biology)

Natural Sciences (cont'd)

- Mathematics (general mathematics, applied mathematics)
- Physical sciences (general physical sciences, general physics, general chemistry, geology, chemistry and geology, environmental studies, chemistry and biology)

Social Sciences

- Anthropology
- Area studies (African, Russian, Slavic, Latin American, American, French, Medieval and Renaissance, general European, Third World, Ancient)
- Economics
- Economics/Politics/Philosophy
- Geography
- History
- Human relations
- International relations
- Political economy
- Political science and government
- Political science and philosophy
- Psychology (general, social psychology, psychobiology, human development)
- Sociology
- Social Sciences, general
- (Also: Afro-American studies, Chinese intellectual history, Chinese political thought, environmental studies, presidential behavior, social work, urban studies)

Other

- Business and Management (general business and commerce, business management and administration, labor and industrial relations, law and accounting)
- Communications (general, advertising, speech, journalism)
- Computer and information sciences
- Education (elementary, general, special, art, music, physical, home economics, nursing, social studies, science)
- General engineering
- Health professions (nursing, medical laboratory technologies, hospital and health care administration, clinical social work)
- Home economics
- Interdisciplinary (general liberal arts and sciences, biological and physical sciences, humanities and social sciences, Jewish studies, Renaissance studies, Black studies, Black literature, performing arts, special studies, health and physical education, Women's studies, mythology, arts administration, religion and philosophy, child development)

Appendix A-7A. ACM Colleges: Graduates Who Applied For and Were Accepted in the 1973-74 Medical School Entering Class

College	1971-72 Upper Division* Students	Medical School Applicants		Medical School Entrants				
		No.	Percent of Upper Division Students	Number Men	Number Women	Number Total	Percent of Upper Division Students	Percent of Applicants
Beloit	767	17	2.2%			4	0.5%	23.5%
Carleton	591	55	9.3	20	6	26	4.4	47.2
Coe	313	9	2.9			3	1.0	33.3
Cornell	392	16	4.1			8	2.0	50.0
Grinnell	544	21	3.9			15	2.8	71.4
Knox	625	25	4.0			9	1.4	36.0
Lake Forest	516	19	3.7			5	1.0	26.3
Lawrence	593	22	3.7			11	1.9	50.0
Macalester	791	45	5.7	15	6	21	2.7	46.7
Monmouth	484	7	1.4			1	0.2	14.3
Ripon	378	16	4.2			5	1.3	31.3
St. Olaf	1,094	82	7.5	25	7	32	2.9	39.0
12 ACM Colleges	7,088	334	4.7%			140	2.0%	41.9%
All undergraduate institutional suppliers	1,943,995	40,506	2.1%	11,061	2,710	13,771	0.7%	34.0%
100 undergraduate institutions providing largest number of first year U.S. medical students	514,562	20,130	3.9%	6,635	1,499	8,129	1.6%	40.4%
25 undergraduate institutions providing 25-37 new first year U.S. medical students and having entrant/applicant ratios of at least 40%	46,681	1,577	3.4%	569	197	766	1.6%	48.6%

*Juniors and Seniors in the 1971-72 Academic year.

SOURCE: Carleton College did not participate in the ACM-FIPSE project, but the Carleton figures appeared in the Journal of Medical Education, Vol. 49, Oct., 1974, p. 1010. All the others were supplied to the colleges ~~and the ACM-FIPSE Task Force~~ by the Association of American Medical Colleges.

Appendix A-7

Appendix A-7B. ACM Colleges: Graduates Who Applied For and Were Accepted in the 1974-75 Medical School Entering Class

College	Medical School Applicants	Medical School Entrants	Entrants as Per Cent of Applicants
Beloit	19	6	31.6%
Coe	8	3	37.5
Cornell	13	5	38.5
Grinnell	40	26	65.0
Knox	22	8	36.4
Lake Forest	20	8	40.0
Lawrence	13	6	46.2
Macalester	49	25	51.0
Ripon	13	4	30.8
St. Olaf	88	37	42.0
10 ACM Colleges	285	128	44.9%*

*Nationally the percentage for 1974-75 was 35.3% (15,066 accepted from 42,624 applicants). "Datagram," Journal of Medical Education, Oct., 1976, pp. 867-79. Published by the Association of American Medical Colleges.

Source: Letters from Gerald Kurtz, Director, Division of Student Services, Association of American Medical Colleges, responding to individual requests from the colleges.

Appendix A-8

Ph.D. Productivity Index
ACM Colleges and Other Institutions in These Five States

ILLINOIS

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index $\left(\frac{\text{Col. 2}}{\text{Col. 1}} \times 100\right)$
ACM Colleges			
Knox C.	1,485	163	10.98%
Lake Forest C.	1,349	68	5.04
Monmouth C.	1,204	70	5.81
Other Colleges & Universities			
Am. Conservatory of Music	188	12	6.38
Augustana C.	1,866	147	7.88
Aurora C.	647	19	2.94
Barat C.	578	10	1.73
Blackburn C.	488	37	7.58
Bradley U.	4,929	148	3.00
Chicago Technical C.	859	1	0.12
U. of Chicago	2,758	790	28.64
Columbia C.	336	2	0.60
Concordia Teachers C.	2,366	95	4.02
DePaul U.	4,925	162	3.29
Eastern Illinois U.	4,842	156	3.22
Elmhurst C.	1,515	58	3.83
Eureka C.	351	12	3.42
George Williams C.	498	20	4.02
Greenville C.	960	44	4.58
Illinois Benedictine C.	611	60	9.82
Illinois C.	728	26	3.57
Illinois Inst. of Technology	3,332	298	8.94
Illinois State U.	8,458	264	3.12
U. of Illinois (Champaign-Urbana, Chicago Circle, and Medical Center)	29,293	1,961	6.69
Illinois Wesleyan U.	1,576	61	3.87
Lewis U.	1,044	36	3.45
Lincoln Christian C.	342	7	2.05
Loyola U.	7,052	326	4.62
MacMurray C.	1,112	59	5.31
McKendree C.	565	11	1.95
Millikin U.	1,416	53	3.74
Mundelein C.	1,655	39	2.36

ILLINOIS - Continued

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index $\left(\frac{\text{Col. 2}}{\text{Col. 1}} \times 100\right)$
Other Colleges & Universities - Continued			
National College of Education	825	11	1.33%
North Central C.	1,042	77	7.39
North Park C.	1,300	37	2.85
Northern Illinois U.	11,335	292	2.58
Northwestern U.	9,403	785	8.35
Olivet Nazarene C.	1,371	36	2.63
Principia C.	809	45	5.56
Quincy C.	1,108	40	3.61
Rockford C.	663	37	5.58
Roosevelt U.	5,189	173	3.34
Rosary C.	1,124	25	2.22
St. Francis C.	799	9	1.13
St. Xavier C.	1,113	14	1.26
Shimer C.	370	22	5.95
Southern Illinois U. (both campuses)	16,288	570	3.50
Vandercook C.	118	1	0.85
Western Ill. U.	4,520	173	3.83
Wheaton C.	2,464	351	14.25

IOWA

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index $\left(\frac{\text{Col. 2}}{\text{Col. 1}} \times 100\right)$
ACM Colleges			
Coe C.	1,080	60	5.56%
Cornell C.	1,025	87	8.49
Grinnell C.	1,508	237	15.72

IOWA - Continued

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index (Col. 2 / Col. 1 x 100)
Other Colleges & Universities			
Briar Cliff C.	604	9	1.49%
Buena Vista C.	1,168	32	2.74
Central U.	847	72	8.50
Clarke C.	1,017	21	2.07
Drake U.	6,449	143	2.22
Dubuque, U. of	731	34	4.65
Graceland C.	658	22	3.34
Iowa State U.	11,033	906	8.21
State U. of Iowa	11,659	554	4.75
Iowa Wesleyan	1,190	32	2.69
Loras C.	1,532	105	6.85
Luther C.	1,872	99	5.29
Marycrest C.	1,093	12	1.10
Morningside C.	1,511	45	2.98
Mount Mercy C.	322	1	0.31
Northern Iowa, U. of	6,059	265	4.37
Northwestern C.	568	6	1.06
St. Ambrose C.	1,285	54	4.20
Simpson C.	907	53	5.84
Upper Iowa U.	1,199	36	3.00
Vennard C.	85	2	2.35
Wartburg C.	1,542	61	3.96
Westmar C.	1,100	39	3.55
William Penn C.	827	16	1.94

MINNESOTA

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index (Col. 2 / Col. 1 x 100)
ACM Colleges			
Carleton C.	1,738	326	18.76%
Macalester C.	2,081	139	6.68
St. Olaf C.	2,806	232	8.27

MINNESOTA - Continued

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index $\left(\frac{\text{Col. 2}}{\text{Col. 1}} \times 100\right)$
Other Colleges & Universities			
Augsburg C.	1,377	52	3.78%
Bemidji State C.	3,156	66	2.09
Bethel C.	842	5	0.59
Concordia-Moorhead C.	2,299	147	6.39
Gustavus Adolphus C.	1,706	105	6.16
Hamline U.	1,173	104	8.87
Mankato State C.	8,775	118	1.35
Minnesota Bible C.	89	1	1.12
University of Minnesota (Minneapolis-St. Paul, Duluth and Morris)	28,825	1,604	5.57
Moorhead State C.	3,410	77	2.26
North Central Bible C.	266	2	0.75
St. Benedict C.	649	12	1.85
St. Catherine C.	1,846	26	1.41
St. Cloud State C.	5,242	118	2.25
St. John's U.	1,482	113	7.63
St. Mary's C.	1,190	150	12.61
St. Paul Bible C.	186	1	0.54
St. Scholastica C.	693	15	2.17
St. Teresa C.	1,247	20	1.60
St. Thomas C.	1,806	110	6.09
Winona State C.	2,468	41	1.66

WISCONSIN

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index $\left(\frac{\text{Col. 2}}{\text{Col. 1}} \times 100\right)$
ACM Colleges			
Beloit C.	1,356	121	8.92%
Lawrence U.	1,548	150	9.69
Ripon C.	1,006	62	6.16

WISCONSIN - Continued

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index (Col. 2 / Col. 1 x 100)
Other Colleges & Universities			
Alverno C.	1,732	21	1.21%
Cardinal Stritch C.	405	6	1.48
Carroll C.	1,199	63	5.25
Dominican of Racine C.	588	15	2.55
Edgewood C.	724	3	0.41
Lakeland C.	560	21	3.75
Marian C.	456	6	1.32
Marquette U.	8,313	341	4.10
Milton C.	552	9	1.63
Milwaukee School of Engineering	690	17	2.46
Mount Mary C.	1,390	18	1.30
Northland C.	710	16	2.25
St. Francis de S. C.	367	10	2.73
St. Norbert C.	1,320	55	4.17
Silver Lake College of the Holy Family	327	2	0.61
Viterbo C.	488	9	1.84
University of Wisconsin			
Eau Claire	3,502	103	2.94
LaCrosse	2,899	109	3.76
Madison and Milwaukee	29,054	1,790	6.16
Oshkosh	5,169	87	1.68
River Falls	2,692	115	4.27
Stevens Point	3,719	94	2.53
Stout	2,465	66	2.68
Superior	1,883	52	2.76
Whitewater	4,758	79	1.66

COLORADO

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index (Col. 2 / Col. 1 x 100)
ACM College			
Colorado C.	1,609	122	7.58%

COLORADO - Continued

Institution	(1) Bachelor's Degrees, 1964-69	(2) Ph.D.'s 1968-73	(3) Ph.D. Productivity Index (Col. 2 / Col. 1 x 100)
Other Colleges & Universities			
Adams State C.	2,170	58	2.67%
Colorado School of Mines	1,086	111	10.22
Colorado State U.	8,807	461	5.23
Ft. Lewis C.	816	15	1.84
Loretto Heights C.	925	8	0.87
U. of Northern Colorado	6,373	250	3.92
Regis C.	988	39	3.95
St. Thomas Seminary	173	4	2.31
U. of Colorado (all campuses)	14,060	735	5.23
U. of Denver	6,372	299	4.69
USAF Academy	3,305	56	1.69
Western State C. of Colorado	2,049	47	2.29

SOURCES

Ph.D.'s awarded, 1968-73, from computer printout, National Academy of Sciences. Bachelor's Degrees awarded, 1964-69, from annual publication, Earned Degrees Conferred, U. S. Office of Education.

Appendix B

TABLE 1A

Primary Current Activity, 1975 and Earlier Graduates, Men Only (in percentages)

Activity	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1975 Men Graduates										
Employed full time	52%	55%	54%	41%	53%	40%	49%	35%	60%	46%	43%
In graduate or professional school	29	26	30	40	32	34	38	40	25	39	46
Employed part time	5	5	4	6	4	8	3	7	0	3	5
Household duties (unpaid)	1	0	0	0	0	0	0	0	0	0	0
Unemployed but seeking employment	8	2	4	3	8	11	1	7	8	2	0
Other	5	12	8	10	3	7	9	11	7	10	6
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	75	80	50	87	95	47	78	74	60	59	149
	1970 Men Graduates										
Employed full time	75%	90%		73%	71%						
In graduate or professional school	15	6		13	16						
Employed part time	2	0		2	5						
Household duties	0	0		0	0						
Unemployed but seeking employment	2	0		4	2						
Other	6	4		8	6						
Total	100%	100%		100%	100%						
N =	52	50		52	80						
	1965 Men Graduates										
Employed full time	87%				94%	94%			94%		91%
In graduate or professional school	9				1	3			3		1
Employed part time	2				1	0			0		0
Household duties (unpaid)	0				0	0			0		0
Unemployed but seeking employment	0				1	3			3		1
Other	2				3	0			0		7
Total	100%				100%	100%			100%		100%
N =	64				91	35			34		138
	1960 Men Graduates										
Employed full time			96%		89%		93%	97%		87%	
In graduate or professional school			0		2		0	0		0	
Employed part time			2		2		0	0		7	
Household duties (unpaid)			0		0		0	0		3	
Unemployed but seeking employment			2		0		2	3		0	
Other			0		7		5	0		3	
Total			100%		100%		100%	100%		100%	
N =			48		45		43	39		31	

Appendix B

TABLE 1B

Primary Current Activity,
1975 and Earlier Graduates, Women Only
(in percentages)

Activity	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
1975 Women Graduates											
Employed full time	58%	61%	73%	45%	46%	38%	65%	46%	58%	60%	62%
In graduate or professional school	13	15	15	37	28	38	18	24	19	13	20
Employed part time	11	10	2	4	12	7	7	10	14	11	6
Household duties (unpaid)	1	6	3	1	3	0	1	2	0	4	0
Unemployed but seeking employment	7	1	3	7	4	5	5	10	2	4	3
Other	10	7	4	6	7	12	4	8	7	8	9
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	85	67	59	75	76	42	83	90	43	45	183
1970 Women Graduates											
Employed full time	56%	59%		70%	65%						
In graduate or professional school	16	13		9	9						
Employed part time	6	3		7	3						
Household duties (unpaid)	13	20		9	16						
Unemployed but seeking employment	5	0		0	3						
Other	4	5		5	4						
Total	100%	100%		100%	100%						
N =	82	39		54	63						
1965 Women Graduates											
Employed full time	30%				36%	36%			29%		30%
In graduate or professional school	3				2	3			0		2
Employed part time	12				7	5			6		10
Household duties (unpaid)	52				47	53			62		54
Unemployed but seeking employment	2				2	3			0		1
Other	1				6	0			3		3
Total	100%				100%	100%			100%		100%
N =	60				45	36			34		125
1960 Women Graduates											
Employed full time			23%		45%		29%	26%		26%	
In graduate or professional school			0		0		0	0		0	
Employed part time			19		10		12	4		5	
Household duties (unpaid)			54		45		49	66		69	
Unemployed but seeking employment			0		0		0	0		0	
Other			4		0		10	4		0	
Total			100%		100%		100%	100%		100%	
N =			26		20		41	50		19	

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Appendix B

TABLE 2A

Current Occupational Groups, Full Time Employed, 1975 and Earlier Graduates, Men Only (in percentages)

Type of Occupation	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1975 Men Graduates										
Professional and Technical	43%	20%	28%	40%	41%	11%	50%	31%	37%	37%	34%
Managers and Administrators	22	41	24	23	35	33	24	27	29	26	16
Farming and Forestry	0	5	0	3	0	0	0	0	0	0	2
Sales	16	0	12	9	6	22	11	8	11	22	13
Clerical and Kindred	5	12	8	6	8	17	5	11	9	7	13
Services	5	10	8	9	0	11	0	8	9	7	9
Crafts, Operators and Trades	8	12	20	11	10	6	10	15	6	0	14
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	37	41	25	35	49	18	38	26	35	27	64
	1970 Men Graduates										
Professional and Technical	51%	39%		78%	46%						
Managers and Administrators	24	50		19	41						
Farming and Forestry	3	0		0	0						
Sales	3	5		0	5						
Clerical and Kindred	8	5		0	4						
Services	3	2		0	4						
Crafts, Operators and Trades	8	0		3	0						
Total	100%	100%		100%	100%						
N =	37	44		37	56						
	1965 Men Graduates										
Professional and Technical	57%				54%	34%			52%		67%
Managers and Administrators	32				35	44			35		25
Farming and Forestry	4				1	0			0		2
Sales	6				7	13			10		5
Clerical and Kindred	0				0	6			3		0
Services	0				1	0			0		1
Crafts, Operators and Trades	2				1	3			0		1
Total	100%				100%	100%			100%		100%
N =	53				83	32			29		123
	1960 Men Graduates										
Professional and Technical			45%		62%		45%	60%		38%	
Managers and Administrators			45		33		48	34		50	
Farming and Forestry			0		0		0	0		0	
Sales			5		5		7	3		12	
Clerical and Kindred			5		0		0	0		0	
Service			0		0		0	0		0	
Crafts, Operators and Trades			0		0		0	3		0	
Total			100%		100%		100%	100%		100%	
N =			44		37		40	38		24	

Appendix B

TABLE 2B

Current Occupational Groups, Full Time Employed, 1975 and Earlier Graduates, Women Only
(in percentages)

Type of Occupation	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
					1975 Women Graduates						
Professional and Technical	44%	39%	44%	26%	40%	31%	54%	45%	54%	44%	58%
Managers and Administrators	27	29	23	32	26	38	13	35	25	19	13
Farming and Forestry	2	0	0	0	0	0	0	0	4	0	0
Sales	2	5	9	3	6	6	4	5	4	4	4
Clerical and Kindred	19	24	7	23	17	25	26	13	8	18	19
Services	4	3	14	13	11	0	4	2	4	15	5
Crafts, Operators and Trades	2	0	2	3	0	0	0	0	0	0	1
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	48	38	43	31	35	16	54	40	24	27	111
					1970 Women Graduates						
Professional and Technical	36%	50%		69%	42%						
Managers and Administrators	21	27		19	33						
Farming and Forestry	0	0		0	0						
Sales	10	18		0	2						
Clerical and Kindred	28	5		6	23						
Services	5	0		6	0						
Crafts, Operators and Trades	0	0		0	0						
Total	100%	100%		100%	100%						
N =	39	22		36	40						
					1965 Women Graduates						
Professional and Technical	72%				80%	58%			80%		65%
Managers and Administrators	17				13	42			10		29
Farming and Forestry	0				0	0			0		3
Sales	0				0	0			0		0
Clerical and Kindred	11				0	0			10		3
Services	0				7	0			0		0
Crafts, Operators and Trades	0				0	0			0		0
Total	100%				100%	100%			100%		100%
N =	18				15	12			10		34
					1960 Women Graduates						
Professional and Technical			80%		100%		73%	46%		60%	
Managers and Administrators			20		0		18	23		20	
Farming and Forestry			0		0		0	0		0	
Sales			0		0		0	0		0	
Clerical and Kindred			0		0		0	8		20	
Services			0		0		9	23		0	
Crafts, Operators and Trades			0		0		0	0		0	
Total			100%		100%		100%	100%		100%	
N =			5		8		11	13		5	

TABLE 3A

Type of Employer: First Job After College, Full Time Employed, 1975 and Earlier Graduates, Men Only
(in percentages)

Type of Employer		Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
						1975 Men Graduates						
Government		19%	2%	8%	19%	15%	11%	15%	5%	3%	8%	5%
Education		8	9	11	14	12	17	9	18	26	12	19
Nonprofit organization		19	10	15	11	10	6	12	9	3	4	12
Business		54	63	58	39	62	61	56	59	63	65	63
Self-employed		0	9	4	3	2	0	0	0	3	4	0
Other		0	7	4	14	2	5	8	9	2	7	1
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	N =	37	43	26	36	50	18	34	22	35	26	59
						1970 Men Graduates						
Government		11%	23%		27%	24%						
Education		14	21		23	16						
Nonprofit organization		14	15		20	9						
Business		50	35		27	42						
Self-employed		8	0		3	0						
Other		3	6		0	9						
	Total	100%	100%		100%	100%						
	N =	36	34		30	45						
						1965 Men Graduates						
Government		23%				33%	26%			21%		23%
Education		30				33	30			21		30
Nonprofit organization		4				4	0			0		13
Business		36				27	44			46		27
Self-employed		4				2	0			8		5
Other		3				1	0			4		2
	Total	100%				100%	100%			100%		100%
	N =	47				64	23			24		105
						1960 Men Graduates						
Government				23%	32%			25%	15%		26%	
Education				21	29			19	7		11	
Nonprofit organization				15	0			12	7		5	
Business				35	39			44	63		58	
Self-employed				0	0			0	4		0	
Other				6	0			0	4		0	
	Total			100%	100%			100%	100%		100%	
	N =			34	28			32	27		19	

Appendix B

TABLE 3B

Type of Employer: First Job After College, Full Time Employed, 1975 and Earlier Graduates, Women Only
(in percentages)

Type of Employer		Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
1975 Women Graduates												
Government		8%	16%	7%	26%	10%	20%	2%	22%	13%	22%	9%
Education		31	19	43	13	28	27	30	17	54	48	28
Nonprofit organizations		19	22	12	26	9	20	8	17	4	4	32
Business		34	40	29	32	41	20	50	42	25	19	27
Self-employed		0	0	2	0	3	7	2	0	0	0	0
Other		8	3	7	3	9	6	8	2	4	7	4
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	N =	48	37	42	31	32	15	50	36	24	27	109
1970 Women Graduates												
Government		9%	5%		13%	10%						
Education		14	41		29	39						
Nonprofit organizations		26	27		42	10						
Business		43	27		16	39						
Self-employed		3	0		0	0						
Other		5	0		0	2						
	Total	100%	100%		100%	100%						
	N =	35	22		31	31						
1965 Women Graduates												
Government		7%				23%	9%			0%		17%
Education		50				46	45			78		37
Nonprofit organizations		21				0	18			11		37
Business		22				31	18			0		7
Self-employed		0				0	0			0		0
Other		0				0	10			11		2
	Total	100%				100%	100%			100%		100%
	N =	14				13	11			9		30
1960 Women Graduates												
Government				0%		14%		0%	18%		0%	
Education				100		43		50	55		50	
Nonprofit organizations				0		14		0	9		0	
Business				0		29		50	18		50	
Self-employed				0		0		0	0		0	
Other				0		0		0	0		0	
	Total			100%		100%		100%	100%		100%	
	N =			4		7		8	11		4	

Appendix B

TABLE 4A

Relationship of Current Employment to Undergraduate Major Field, Full Time Employed, 1975 and Earlier Graduates, Men Only (in percentages)

Degree of Relationship	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
1975 Men Graduates											
Closely related	33%	32%	37%	25%	36%	17%	26%	16%	42%	15%	26%
Somewhat related	28	23	15	22	33	39	24	32	36	37	30
Not related	39	45	48	53	31	44	50	52	22	48	44
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	39	44	27	36	48	18	38	25	36	27	63
1970 Men Graduates											
Closely related	26%	36%		26%	35%						
Somewhat related	36	33		48	42						
Not related	38	31		26	23						
Total	100%	100%		100%	100%						
N =	39	45		38	57						
1965 Men Graduates											
Closely related	39%				41%	24%			23%		37%
Somewhat related	38				36	49			48		34
Not related	23				23	27			29		29
Total	100%				100%	100%			100%		100%
N =	56				86	33			31		126
1960 Men Graduates											
Closely related			43%		35%		38%	58%		36%	
Somewhat related			33		45		42	29		36	
Not related			24		20		20	13		28	
Total			100%		100%		100%	100%		100%	
N =			46		40		40	38		25	

Appendix B

TABLE 4B

Relationship of Current Employment to Undergraduate Major Field, Full Time Employed, 1975 and Earlier Graduates, Women Only (in percentages)

Degree of Relationship	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
1975 Women Graduates											
Closely related	31%	55%	56%	18%	51%	38%	31%	25%	44%	33%	54%
Somewhat related	29	23	23	41	17	31	26	50	24	30	18
Not related	40	22	21	41	32	31	43	25	32	37	28
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	49	40	43	34	35	16	54	40	25	27	114
1970 Women Graduates											
Closely related	28%	39%		42%	34%						
Somewhat related	41	44		34	37						
Not related	31	17		24	29						
Total	100%	100%		100%	100%						
N =	46	23		38	41						
1965 Women Graduates											
Closely related	67%				38%	39%			50%		61%
Somewhat related	22				37	38			20		21
Not related	11				25	23			30		18
Total	100%				100%	100%			100%		100%
N =	18				16	13			10		38
1960 Women Graduates											
Closely related			67%		78%		25%	62%		20%	
Somewhat related			0		22		42	0		60	
Not related			33		0		33	38		20	
Total			100%		100%		100%	100%		100%	
N =			6		9		12	13		5	

Appendix B

TABLE 5A

Satisfaction with Current Employment, Full Time Employed, 1975 and Earlier Graduates, Men Only (in percentages)

Degree of Satisfaction		Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
		1975 Men Graduates										
Enthusiastic		46%	21%	44%	40%	29%	22%	43%	19%	44%	48%	22%
Like it		23	50	24	40	37	39	33	31	28	19	29
More or less neutral		21	18	16	9	10	17	24	31	22	22	30
Don't like it		10	11	16	11	24	22	0	19	6	11	19
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		39	44	25	35	49	18	37	26	36	27	63
		1970 Men Graduates										
Enthusiastic		59%	60%		51%	61%						
Like it		31	29		41	21						
More or less neutral		5	7		8	18						
Don't like it		5	4		0	0						
	Total	100%	100%		100%	100%						
		39	45		37	57						
		1965 Men Graduates										
Enthusiastic		62%				64%	49%			55%		59%
Like it		27				25	30			36		28
More or less neutral		9				9	18			6		11
Don't like it		2				2	3			3		2
	Total	100%				100%	100%			100%		100%
		56				85	33			31		125
		1960 Men Graduates										
Enthusiastic				63%		70%		59%	60%		54%	
Like it				29		25		33	34		27	
More or less neutral				4		5		3	3		11	
Don't like it				4		0		5	3		8	
	Total			100%		100%		100%	100%		100%	
				46		40		39	35		26	

Appendix B

TABLE 5B

Satisfaction with Current Employment, Full Time Employed, 1975 and Earlier Graduates, Women Only
(in percentages)

Degree of Satisfaction		Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
		1975 Women Graduates										
Enthusiastic		37%	33%	44%	25%	41%	31%	32%	50%	50%	39%	32%
Like it		33	44	29	31	38	38	26	30	25	31	42
More or less neutral		12	15	17	25	12	19	21	13	13	19	17
Don't like it		18	8	10	19	9	12	21	7	12	11	9
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	N =	49	39	41	32	34	16	53	40	24	26	109
		1970 Women Graduates										
Enthusiastic		59%	55%		54%	53%						
Like it		35	27		30	30						
More or less neutral		2	18		13	10						
Don't like it		4	0		3	7						
	Total	100%	100%		100%	100%						
	N =	46	22		37	40						
		1965 Women Graduates										
Enthusiastic		65%				54%	46%			50%		59%
Like it		23				20	31			30		26
More or less neutral		6				13	8			20		8
Don't like it		6				13	15			0		7
	Total	100%				100%	100%			100%		100%
	N =	17				15	13			10		38
		1960 Women Graduates										
Enthusiastic				50%		45%		59%	59%		40%	
Like it				33		33		33	33		40	
More or less neutral				0		22		0	0		0	
Don't like it				17		0		8	8		20	
	Total			100%		100%		100%	100%		100%	
	N =			6		9		12	12		5	

Appendix B

TABLE 6A

Satisfaction with College
in Terms of Employability Only,
1975 and Earlier Graduates, Men Only
(in percentages)

Degree of Satisfaction	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
1975 Men Graduates											
Generally satisfied with my college	91%	86%	90%	84%	83%	86%	86%	83%	81%	86%	85%
Wish I had attended another liberal arts college	3	2	4	1	3	4	4	3	2	0	3
Wish I had attended a comprehensive university	4	7	6	14	9	6	9	8	17	14	10
Wish I had attended a community college	0	1	0	0	0	0	0	0	0	0	0
Wish I had attended a voc/tech school	1	2	0	1	2	0	1	5	0	0	0
Wish I had not enrolled in postsecondary ed. at all	1	1	0	0	3	4	0	1	0	0	2
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	77	83	48	86	92	50	76	75	59	58	148
1970 Men Graduates											
Generally satisfied with my college	92%	88%		90%	93%						
Wish I had attended another liberal arts college	4	4		4	1						
Wish I had attended a comprehensive university	2	4		2	3						
Wish I had attended a community college	0	0		0	0						
Wish I had attended a voc/tech school	0	0		0	2						
Wish I had not enrolled in postsecondary ed. at all	2	4		4	1						
Total	100%	100%		100%	100%						
N =	51	49		52	80						
1965 Men Graduates											
Generally satisfied with my college	89%				93%	97%			79%		93%
Wish I had attended another liberal arts college	2				2	0			9		0
Wish I had attended a comprehensive university	8				4	3			12		7
Wish I had attended a community college	0				0	0			0		0
Wish I had attended a voc/tech school	0				1	0			0		0
Wish I had not enrolled in postsecondary ed. at all	1				0	0			0		0
Total	100%				100%	100%			100%		100%
N =	64				87	37			34		136
1960 Men Graduates											
Generally satisfied with my college			88%		90%		88%	75%		97%	
Wish I had attended another liberal arts college			0		0		2	3		0	
Wish I had attended a comprehensive university			12		10		10	2		3	
Wish I had attended a community college			0		0		0	0		0	
Wish I had attended a voc/tech school			0		0		0	0		0	
Wish I had not enrolled in postsecondary ed. at all			0		0		0	0		0	
Total			100%		100%		100%	100%		100%	
N =			50		48		42	39		31	

Appendix B

TABLE 6B

Satisfaction with College in Terms of Employability Only, 1975 and Earlier Graduates, Women Only (in percentages)

Degree of Satisfaction	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
1975 Women Graduates											
Generally satisfied with my college	84%	81%	78%	85%	83%	80%	86%	87%	73%	87%	81%
Wish I had attended another liberal arts college	7	3	7	5	1	2	0	0	11	0	5
Wish I had attended a comprehensive university	5	12	13	7	8	16	12	11	16	13	12
Wish I had attended a community college	0	1	0	0	0	0	0	0	0	0	0
Wish I had attended a voc/tech school	4	3	2	3	7	2	2	2	0	0	2
Wish I had not enrolled in postsecondary ed. at all	0	0	0	0	1	0	0	0	0	0	0
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	89	72	59	74	76	45	84	95	44	45	188
1970 Women Graduates											
Generally satisfied with my college	86%	83%		80%	90%						
Wish I had attended another liberal arts college	4	7		4	0						
Wish I had attended a comprehensive university	9	7		14	8						
Wish I had attended a community college	0	0		0	0						
Wish I had attended a voc/tech school	1	3		2	2						
Wish I had not enrolled in postsecondary ed. at all	0	0		0	0						
Total	100%	100%		100%	100%						
N =	81	42		56	61						
1965 Women Graduates											
Generally satisfied with my college	90%				92%	81%			91%		92%
Wish I had attended another liberal arts college	2				2	2			6		0
Wish I had attended a comprehensive university	6				4	15			3		8
Wish I had attended a community college	0				0	0			0		0
Wish I had attended a voc/tech school	2				2	2			0		0
Wish I had not enrolled in postsecondary ed. at all	0				0	0			0		0
Total	100%				100%	100%			100%		100%
N =	63				48	41			35		128
1960 Women Graduates											
Generally satisfied with my college			89%		96%		89%	94%		95%	
Wish I had attended another liberal arts college			0		0		2	2		0	
With I had attended a comprehensive university			7		4		7	2		5	
Wish I had attended a community college			0		0		0	2		0	
Wish I had attended a voc/tech school			4		0		2	0		0	
Wish I had not enrolled in postsecondary ed. at all			0		0		0	0		0	
Total			100%		100%		100%	100%		100%	
N =			27		23		44	52		20	

Appendix B

TABLE 7A

Satisfaction with Undergraduate Major Field in Terms of Employability Only, 1975 and Earlier Graduates, Men Only (in percentages)

Attitude	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
1975 Men Graduates											
Generally satisfied with undergraduate major field	62%	53%	69%	67%	58%	56%	61%	46%	43%	57%	55%
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability	34	43	21	26	32	36	35	45	54	34	31
Dissatisfied with undergraduate major field	4	4	10	7	10	8	4	9	3	9	14
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	77	83	48	86	92	50	76	75	59	58	148
1970 Men Graduates											
Generally satisfied with undergraduate major field	59%	53%		67%	51%						
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability	23	35		21	35						
Dissatisfied with undergraduate major field	18	12		12	14						
Total	100%	100%		100%	100%						
N =	51	49		52	80						
1965 Men Graduates											
Generally satisfied with undergraduate major field	69%				71%	46%			59%		69%
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability	23				20	41			23		24
Dissatisfied with undergraduate major field	8				9	13			18		7
Total	100%				100%	100%			100%		100%
N =	64				87	37			34		136
1960 Men Graduates											
Generally satisfied with undergraduate major field			52%		75%		55%	80%		64%	
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability			36		21		33	20		26	
Dissatisfied with undergraduate major field			12		4		12	0		10	
Total			100%		100%		100%	100%		100%	
N =			50		48		42	39		31	

Appendix B

TABLE 7B

Satisfaction with Undergraduate Major Field in Terms of Employability Only, 1975 and Earlier Graduates, Women Only (in percentages)

Attitude	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
	1975 Women Graduates										
Generally satisfied with undergraduate major field	57%	56%	63%	50%	41%	40%	49%	49%	36%	45%	57%
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability	37	32	30	39	51	47	48	43	50	42	36
Dissatisfied with undergraduate major field	6	12	7	11	8	13	3	8	14	13	7
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	89	72	59	74	76	45	84	95	44	45	188
	1970 Women Graduates										
Generally satisfied with undergraduate major field	48%	50%		50%	43%						
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability	41	38		39	38						
Dissatisfied with undergraduate major field	11	12		11	19						
Total	100%	100%		100%	100%						
N =	81	42		56	61						
	1965 Women Graduates										
Generally satisfied with undergraduate major field	65%				44%	37%			63%		73%
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability	25				35	46			23		20
Dissatisfied with undergraduate major field	10				21	17			14		7
Total	100%				100%	100%			100%		100%
N =	63				48	41			35		128
	1960 Women Graduates										
Generally satisfied with undergraduate major field			59%		74%		59%	56%		60%	
Generally satisfied with undergraduate major field, but wish I had taken other courses that might be viewed by employers as enhancing my employability			26		17		27	36		40	
Dissatisfied with undergraduate major field			15		9		14	8		0	
Total			100%		100%		100%	100%		100%	
N =			27		23		44	52		20	

Appendix B

TABLE 8

Career Potential of Current Employment As Seen by Full Time Employed 1975 Graduates, by Sex (in percentages)

Degree of Career Potential	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1975 Men Graduates										
Employment has definite career potential	39%	36%	41%	31%	36%	26%	42%	23%	37%	41%	22%
Employment has possible career potential	28	25	19	28	32	42	32	23	34	37	21
Employment to earn money while I decide on work I want	13	11	11	11	10	16	0	11	9	0	18
Temporary employment to earn money to do something else	10	23	18	30	14	0	18	35	3	18	22
Temporary employment until something better is found	10	5	11	0	8	16	8	8	17	4	17
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	39	44	27	36	50	19	38	26	35	27	63
	1975 Women Graduates										
Employment has definite career potential	29%	22%	37%	18%	39%	38%	17%	36%	48%	33%	30%
Employment has possible career potential	20	41	30	24	27	31	41	33	20	37	32
Employment to earn money while I decide on work I want	17	12	5	18	3	0	26	13	20	7	12
Temporary employment to earn money to do something else	20	10	12	24	18	25	4	13	4	4	14
Temporary employment until something better is found	14	15	16	15	12	6	13	5	8	19	12
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	49	41	43	33	33	16	54	39	25	27	113

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TABLE 9A

Statements About Current Employment by Full Time Employed, 1975 and Earlier Graduates, Men Only (in percentages)

Agree with Statement	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
	1975 Men Graduates										
Current employment offers future prospects for further advancement	64%	64%	70%	64%	70%	68%	68%	50%	78%	81%	48%
Supervise two or more people	20	39	18	22	40	32	26	27	28	22	25
Educational experiences are well-utilized in employment	49	29	41	36	30	32	37	31	50	30	31
Most colleagues have college degrees	56	25	56	58	54	63	55	38	56	37	52
Most of time design own program of work	44	52	44	39	48	42	45	35	50	70	48
Have policy-making responsibility	13	29	18	22	30	32	18	23	28	33	20
Have decision-making responsibility	56	68	67	53	58	42	66	58	69	70	62
Have sufficient status or prestige	46	50	37	50	40	16	32	46	36	52	44
Satisfied with career progress to date	49	48	56	58	48	53	45	42	56	48	47
Employment fits long-range goals	41	29	37	50	40	53	42	23	39	37	42
Employment has altered long-range goals	10	9	11	8	14	10	13	15	14	22	9
Would like to remain with current employer for forseeable future	23	32	33	28	44	42	45	23	53	41	31
Would like to remain in current occupation for forseeable future	28	34	33	28	24	47	37	19	31	48	27
Skills are well-utilized in employment	49	34	44	44	32	37	32	27	47	30	33
During college had part-time or summer job related to current employment	26	39	48	22	20	26	21	35	33	26	37
During college had college-sponsored work experience related to current employment	28	9	18	14	8	10	10	15	25	11	16
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	39	44	27	36	46	19	38	26	36	27	64
	1975 Men Graduates										
Current employment offers future prospects for further advancement	74%	78%		71%	81%						
Supervise two or more people	26	44		34	39						
Educational experiences are well-utilized in employment	59	58		63	56						
Most colleagues have college degrees	69	72		79	79						
Most of time design own program of work	64	78		74	72						
Have policy-making responsibility	38	47		34	42						
Have decision-making responsibility	85	87		89	88						
Have sufficient status or prestige	64	73		71	63						
Satisfied with career progress to date	64	64		71	65						
Employment fits long-range goals	61	64		71	56						
Employment has altered long-range goals	23	20		16	21						
Would like to remain with current employer for forseeable future	54	60		39	56						
Would like to remain in current occupation for forseeable future	64	69		68	65						
Skills are well-utilized in employment	51	64		68	75						
During college had part-time or summer job related to current employment	33	29		18	19						
During college had college-sponsored work experience related to current employment	13	13		16	5						
Total	100%	100%		100%	100%						
N =	39	45		38	57						

Appendix B

TABLE 9A (cont'd)

Statements About Current Employment by Full Time Employed, 1975 and Earlier Graduates, Men Only (in percentages)

Agree with Statement	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1965 Men Graduates										
Current employment offers future prospects for further advancement	89%				77%	73%			75%		78%
Supervise two or more people	59				50	48			56		62
Educational experiences are well-utilized in employment	70				72	48			50		71
Most colleagues have college degrees	87				87	88			69		79
Most of time design own program of work	77				78	85			75		76
Have policy-making responsibility	55				53	54			53		61
Have decision-making responsibility	93				83	85			91		93
Have sufficient status or prestige	71				73	64			75		83
Satisfied with career progress to date	79				77	67			62		75
Employment fits long-range goals	68				69	64			56		68
Employment has altered long-range goals	18				21	24			25		22
Would like to remain with current employer for forseeable future	64				58	73			69		57
Would like to remain in current occupation for forseeable future	64				70	73			59		71
Skills are well-utilized in employment	73				72	61			69		74
During college had part-time or summer job related to current employment	20				20	18			12		17
During college had college-sponsored work experience related to current employment	5				10	6			12		9
Total	100%				100%	100%			100%		100%
N =	56				86	33			32		126
	1960 Men Graduates										
Current employment offers future prospects for further advancement			78%		72%		80%	60%		67%	
Supervise two or more people			70		60		55	66		70	
Educational experiences are well-utilized in employment			63		70		72	66		67	
Most colleagues have college degrees			78		82		75	74		70	
Most of time design own program of work			80		90		82	82		74	
Have policy-making responsibility			63		62		62	58		56	
Have decision-making responsibility			87		82		77	84		85	
Have sufficient status or prestige			87		85		80	71		59	
Satisfied with career progress to date			76		80		62	68		48	
Employment fits long-range goals			74		70		67	63		56	
Employment has altered long-range goals			17		10		27	18		30	
Would like to remain with current employer for forseeable future			67		65		67	55		52	
Would like to remain in current occupation for forseeable future			85		72		70	63		63	
Skills are well-utilized in employment			72		75		77	63		41	
During college had part-time or summer job related to current employment			11		25		25	24		18	
During college had college-sponsored work experience related to current employment			9		5		2	5		0	
Total			100%		100%		100%	100%		100%	
N =			46		40		40	38		27	

Appendix B

TABLE 9B

Statements About Current Employment by Full Time Employed, 1975 and Earlier Graduates, Women Only (in percentages)

Agree with Statement	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1975 Women Graduates										
Current employment offers future prospects for further advancement	37%	51%	53%	50%	57%	56%	48%	58%	40%	37%	47%
Supervise two or more people	8	29	26	18	23	6	17	29	28	22	24
Educational experiences are well-utilized in employment	33	56	46	29	51	37	35	46	32	44	53
Most colleagues have college degrees	67	49	56	56	60	56	68	68	64	70	59
Most of time design own program of work	53	37	60	26	63	37	37	58	52	30	39
Have policy-making responsibility	12	12	21	12	20	6	18	27	12	15	10
Have decision-making responsibility	63	66	72	38	71	56	56	61	76	30	65
Have sufficient status or prestige	29	41	51	26	37	25	41	44	44	30	42
Satisfied with career progress to date	31	56	60	35	51	50	52	63	52	33	53
Employment fits long-range goals	18	37	49	29	46	31	24	54	28	22	46
Employment has altered long-range goals	14	10	16	26	17	0	11	15	8	7	11
Would like to remain with current employer for forseeable future	26	34	26	9	40	25	26	49	44	44	32
Would like to remain in current occupation for forseeable future	24	46	42	12	49	25	30	39	40	33	41
Skills are well-utilized in employment	35	39	53	29	49	25	37	54	48	37	47
During college had part-time or summer job related to current employment	24	34	26	26	17	37	33	37	40	37	37
During college had college-sponsored work experience related to current employment	22	24	33	18	29	25	20	37	16	22	19
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	49	41	43	34	35	16	54	41	25	27	114
	1970 Women Graduates										
Current employment offers future prospects for further advancement	63%	61%		55%	54%						
Supervise two or more people	30	52		37	24						
Educational experiences are well-utilized in employment	54	65		58	51						
Most colleagues have college degrees	78	87		87	58						
Most of time design own program of work	61	74		58	58						
Have policy-making responsibility	22	30		21	19						
Have decision-making responsibility	76	78		89	80						
Have sufficient status or prestige	63	70		58	44						
Satisfied with career progress to date	67	70		68	49						
Employment fits long-range goals	50	65		60	37						
Employment has altered long-range goals	33	35		8	27						
Would like to remain with current employer for forseeable future	37	56		34	49						
Would like to remain in current occupation for forseeable future	56	61		53	51						
Skills are well-utilized in employment	74	65		71	46						
During college had part-time or summer job related to current employment	22	22		21	32						
During college had college-sponsored work experience related to current employment	46	17		13	12						
Total	100%	100%		100%	100%						
N =	46	23		38	41						

TABLE 9B (cont'd)

Statements About Current Employment by Full Time Employed, 1975 and Earlier Graduates, Women Only
(in percentages)

Agree with Statement	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1965 Women Graduates										
Current employment offers future prospects for further advancement	56%				44%	54%			50%		55%
Supervise two or more people	33				25	46			30		47
Educational experiences are well-utilized in employment	67				62	61			70		76
Most colleagues have college degrees	83				94	92			80		76
Most of time design own program of work	56				69	85			50		76
Have policy-making responsibility	39				12	23			0		39
Have decision-making responsibility	89				62	61			50		82
Have sufficient status or prestige	61				44	61			70		71
Satisfied wtth career progress to date	50				50	54			60		79
Employment fits long-range goals	56				56	46			50		63
Employment has altered long-range goals	6				19	8			30		24
Would like to remain with current employer for forseeable future	50				50	54			60		53
Would like to remain in current occupation for forseeable future	78				75	39			80		68
Skills are well-utilized in employment	72				75	46			40		74
During College had part-time or summer job related to current employment	11				0	23			20		18
During college had college-sponsored work experience related to current employment	0				19	0			10		24
Total	100%				100%	100%			100%		100%
N =	18				16	13			10		38
	1960 Women Graduates										
Current employment offers future prospects for further advancement			33%		33%		33%	38%		40%	
Supervise two or more people			17		44		42	54		60	
Educational experiences are well-utilized in employment			67		89		67	54		80	
Most colleagues have college degrees			100		78		83	69		80	
Most of time design own program of work			67		56		58	61		80	
Have policy-making responsibility			17		22		42	38		40	
Have decision-making responsibility			83		67		67	69		60	
Have sufficient status or prestige			67		78		58	77		40	
Satisfied with career progress to date			67		67		67	69		40	
Employment fits long-range goals			50		56		50	46		0	
Employment has altered long-range goals			17		22		17	23		20	
Would like to remain with current employer for forseeable future			83		78		42	61		20	
Would like to remain in current occupation for forseeable future			83		56		50	46		60	
Skills are well-utilized in employment			83		78		33	69		60	
During college had part-time or summer job related to current employment			17		22		25	15		20	
During college had college-sponsored work experience related to current employment			17		11		0	8		20	
Total			100%		100%		100%	100%		100%	
N =			6		9		12	13		5	

TABLE 10A

Early 1976 Earnings of Full Time Employed: Median Earnings and Income Distribution by Major Occupational Groups, 1975 and Earlier Graduates, Men Only (in percentages)

Gross Earnings	Professional & Technical	Managers & Administrators	Farming & Forestry	Sales Occupations	Clerical & Kindred	Service Occupations	Crafts/ Operators/ Trades	All
				1975 Men Graduates				
Median	$8,547	$10,011	$5,250	$9,180	$6,858	$5,700	$9,000	$8,658
Under $3,000	7%	1%	0%	2%	3%	15%	5%	5%
$3,000- 5,999	10	3	67	15	36	39	19	14
$6,000- 8,999	39	32	0	32	39	42	26	35
$9,000-11,999	32	41	0	20	8	4	36	29
$12,000-14,999	10	12	0	20	8	0	7	11
$15,000-17,999	1	5	0	5	6	0	2	3
$18,000-20,999	1	4	0	2	0	0	0	2
$21,000-23,999	0	1	0	2	0	0	2	1
$24,000-26,999	0	0	0	2	0	0	2	0
$27,000-29,999	0	0	33	0	0	0	0	0
$30,000 & over	0	1	0	0	0	0	0	0
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	136	105	3	41	36	26	42	389
				1970, 1965 and 1960 Men Graduates				
Median	$18,465	$21,562	$9,000	$22,200	$15,000	$6,000	$14,500	$19,356
Under $3,000	0%	0%	0%	0%	0%	17%	0%	0%
$3,000- 5,999	1	0	0	0	0	33	11	1
$6,000- 8,999	2	2	50	3	8	17	11	3
$9,000-11,999	11	3	17	3	25	0	0	8
$12,000-14,999	18	9	0	10	17	0	33	14
$15,000-17,999	15	18	0	18	25	33	22	17
$18,000-20,999	16	16	0	11	25	0	11	16
$21,000-23,999	12	7	0	13	0	0	0	10
$24,000-26,999	6	17	0	8	0	0	0	9
$27,000-29,999	4	11	0	8	0	0	11	7
$30,000 & over	14	17	33	26	0	0	0	15
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	362	236	6	38	12	6	9	669

Appendix B

TABLE 10B

Early 1976 Earnings of Full Time Employed: Median Earnings and Income Distribution by Major Occupational Groups, 1975 and Earlier Graduates, Women Only (in percentages)

Gross Earnings	Profes-sional & Technical	Managers & Adminis-trators	Farming & Forestry	Sales Occupa-tions	Clerical & Kindred	Service Occupa-tions	Crafts/ Operators/ Trades	All
1975 Women Graduates								
Median	$8,544	$8,367	$6,000	$5,454	$6,447	$5,175	$4,500	$7,761
Under $3,000	2%	0%	0%	9%	2%	3%	25%	2%
$3,000- 5,999	7	11	50	50	39	65	50	20
$6,000- 8,999	48	50	50	27	56	26	0	47
$9,000-11,999	40	37	0	14	2	3	25	29
$12,000-14,999	2	2	0	0	0	3	0	2
$15,000-17,999	0	0	0	0	0	0	0	0
$18,000-20,999	0	0	0	0	0	0	0	0
$21,000-23,999	0	0	0	0	0	0	0	0
$24,000-26,999	0	0	0	0	0	0	0	0
$27,000-29,999	0	0	0	0	0	0	0	0
$30,000 & over	0	0	0	0	0	0	0	0
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	218	104	2	22	84	31	4	465
1970, 1965 and 1960 Women Graduates								
Median	$12,786	$14,538		$21,000	$8,334	$5,250		$12,684
Under $3,000	1%	3%		0%	0%	29%		2%
$3,000- 5,999	1	0		0	15	29		3
$6,000- 8,999	8	4		0	45	14		9
$9,000-11,999	30	27		0	30	14		30
$12,000-14,999	37	19		0	10	14		29
$15,000-17,999	12	19		0	0	0		14
$18,000-20,999	7	14		50	0	0		8
$21,000-23,999	2	9		50	0	0		4
$24,000-26,999	1	4		0	0	0		1
$27,000-29,999	0	0		0	0	0		0
$30,000 & over	1	1		0	0	0		<1
Total	100%	100%		100%	100%	100%		100%
N =	171	70		2	20	7		270

Appendix B

TABLE 11A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only (in numbers)

BELOIT COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology	1																													1
Art																														
Area studies				1																										1
Biology			1													1													1	3
Business admin./mgmt.																														
Chemistry						1										1														2
Classics																		1												1
Economics																														
Education																														
English													3																	3
Foreign languages																														
Geology												1																	1	2
History																														
Mathematics																														
Music																														
Philosophy																		1						1	1					3
Physics																						1								1
Political science/govt.													1										1							2
Psychology																1	1													2
Religion																														
Sociology																										1				1
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Other																													3	3
Total	1		1	1		1						1	4			3	1	2				1	1	1	1	1			5	25

Appendix B

TABLE 11B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only
(in numbers)

BELOIT COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology	2																						1		1					4
Art																														
Area studies																														
Biology									1																					1
Business admin./mgmt.																														
Chemistry																														
Classics						1																						1		2
Economics																														
Education																														
English											1		1																	2
Foreign languages											1			1																2
Geology																														
Health professions																														
History											1																	1		2
Mathematics																														
Music																														
Philosophy																														
Physics																														
Political science/govt.																														
Psychology																														
Religion				1																										1
Sociology							1																2							3
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																						1								1
Total	2			1		1	1		1		3		1	1								1	3		1			2		18

Appendix B

TABLE 12A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only
(in numbers)

COE COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art																														
Area studies																														
Biology																1														1
Business admin./mgmt.					3													1							1					5
Chemistry																						1								1
Classics					2																									2
Economics																		1											1	2
Education																														
English																														
Foreign languages																														
Geology																														
History					1																									1
Mathematics																						1							1	2
Music																														
Philosophy																														
Physics																						1								1
Political science/govt.																		1												1
Psychology																													1	1
Religion																									1					1
Sociology																														
Speech																		1												1
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Other				1												1														2
Total				1	6											2		4				3			2				3	21

Appendix B

TABLE 12B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only (in numbers)

COE COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology																														
Art		1																												1
Area studies																														
Biology																														
Business admin./mgmt.																														
Chemistry			1																										1	2
Classics																														
Economics				1																										1
Education																														
English																		1											1	2
Foreign languages								1																						1
Geology																														
Health professions											1				2														1	4
History																1														1
Mathematics																														
Music																														
Philosophy																														
Physics																														
Political science/govt.																	1													1
Psychology											1													1						2
Religion																														
Sociology																														
Speech							1																							1
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total		1	1	1			1	1			2				2	1	1	1						1					3	16

Appendix B

TABLE 13A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only
(in numbers)

CORNELL COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art																														
Area studies																														
Biology			1			2										1		1												5
Business admin./mgmt.																														
Chemistry						1																								1
Classics					1																									1
Economics																														
Education																														
English																														
Foreign languages																		1												1
Geology																														
History																														
Mathematics									1										1											2
Music																														
Philosophy																		1											1	2
Physics																														
Political science/govt.																		1					1							2
Psychology																								1						1
Religion																														
Sociology																		1												1
Speech																												1		1
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Other																														
Total			1		1	3			1							1		5	1				1	1				1	1	17

Appendix B

TABLE 13B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only
(in numbers)

CORNELL COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology																														
Art		1																1												2
Area studies																														
Biology			1																											1
Business admin./mgmt.																														
Chemistry																														
Classics																														
Economics																														
Education											1																			1
English																								1						1
Foreign languages																		1												1
Geology																														
Health professions																														
History																					1									1
Mathematics												1																		1
Music				1																										1
Philosophy																														
Physics																														
Political science/govt.																	2													2
Psychology																														
Religion																														
Sociology																									1				1	2
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total		1	1	1							1	1					2	2			1			1	1				1	13

Appendix B

TABLE 14A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only

(in numbers)

GRINNELL COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art					1																									1
Area studies										1																				1
Biology			2		1	1										2														6
Business admin./mgmt.																														
Chemistry						1										2													1	4
Classics																														
Economics					1				1																					2
Education																														
English																														
Foreign languages														2		1													1	4
Geology																														
History																	2								2					4
Mathematics												2																		2
Music																														
Philosophy																														
Physics																						1								1
Political science/govt.									1								1	4						1					1	8
Psychology							1									1								3					1	6
Religion																									1					1
Sociology		1																												1
Speech																														
Theater																												1		1
Urban studies																														
Individually designed																														
Interdisciplinary																														
Other																1		1												2
Total		1	2		3	2	1		2	1		2		2		7	3	5				1		4	3			1	4	44

Appendix B

TABLE 14B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only
(in numbers)

GRINNELL COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology	1																													1
Art		1																												1
Area studies											1																			1
Biology														1	2														1	4
Business admin./mgmt.																														
Chemistry			1												1															2
Classics																														
Economics				2						1							1													4
Education																														
English											1		1																	2
Foreign languages														2																2
Geology																														
Health professions																														
History																	1											1		2
Mathematics												1																		1
Music																														
Philosophy																		1												1
Physics																														
Political science/govt.																							1							1
Psychology																						1	1						1	3
Religion																											1			1
Sociology																														
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total	1	1	1	2						1	2	1	1	3	3		2	1				1	2				1	1	2	26

Appendix B

TABLE 15A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only (in numbers)

KNOX COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology	1																													1
Art																														
Area studies																	1													1
Biology																1									1					2
Business admin./mgmt.				1														1												2
Chemistry					2											5														7
Classics																														
Economics				2	1				1																					4
Education																														
English											1																			1
Foreign languages																														
Geology															1															1
History																														
Mathematics				1	1							1										1		1						5
Music																				1										1
Philosophy																														
Physics					1																									1
Political science/govt.																		5											1	6
Psychology																														
Religion																														
Sociology																		1								1				2
Speech																														
Theater					1																									1
Urban studies																														
Individually designed																														
Interdisciplinary																														
Other																														
Total	1			4	6				1		1	1			1	6	1	7		1		1		1	1	1			1	35

Appendix B

TABLE 15B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only (in numbers)

KNOX COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology																														
Art		1																												1
Area studies																		1												1
Biology			1												1														1	3
Business admin./mgmt.																														
Chemistry					1										1															2
Classics						1																								1
Economics				1						1																				2
Education											1																			1
English													1																	1
Foreign languages																		1												1
Geology																													1	1
Health professions																														
History																1													1	2
Mathematics																														
Music																														
Philosophy																														
Physics																														
Political science/govt				1																										1
Psychology																1						1								2
Religion																														
Sociology																														
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary											1																			1
Total		1	1	2	1	1				1	2		1		2	2		2				1							3	20

Appendix B

TABLE 16A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only

(in numbers)

LAKE FOREST COLLEGE

	Graduate/Professional School Major																													
Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art		1																												1
Area studies																														
Biology																1														1
Business admin./mgmt.																														
Chemistry						2																							1	3
Classics																														
Economics					5																									5
Education																														
English																														
Foreign languages														1																1
Geology																														
History																														
Mathematics																														
Music																														
Philosophy																														
Physics																		1												1
Political science/govt.					1											1														2
Psychology																													2	2
Religion																														
Sociology																														
Speech																														
Theater																														
Urban studies																														
Individually designed					1																									1
Interdisciplinary																														
Other																														
Total		1			7	2								1		2		1											3	17

Appendix B

TABLE 16B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only (in numbers)

LAKE FOREST COLLEGE

	Graduate/Professional School Major																													
Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology																	1													1
Art		1															1													2
Area studies																														
Biology															2															2
Business admin./mgmt.																														
Chemistry					2																									2
Classics																														
Economics				1																										1
Education													1											1						2
English				1																										1
Foreign languages																														
Geology																														
Health professions														2									1						1	4
History																							1							1
Mathematics																														
Music																														
Philosophy																														
Physics																														
Political science/govt																	1													1
Psychology																												1		1
Religion																														
Sociology																													1	1
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total		1		2	2								1	2	2		3						2	1				1	2	19

Appendix B

TABLE 17A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only
(in numbers)

LAWRENCE UNIVERSITY

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropolog/																														
Art																														
Area studies																													1	1
Biology			1													5														6
Business admin./mgmt.																														
Chemistry			1			1										3						1								6
Classics																														
Economics					1																								1	2
Education																														
English																														
Foreign languages																														
Geology															2															2
History																	3	2												5
Mathematics																						1								1
Music																				2										2
Philosophy																														
Physics							1					1										1								3
Political science/govt.																		2												2
Psychology																									1					1
Religion								1																						1
Sociology																														
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																1														1
Other																														
Total			2		1	1	1	1				1			2	9	3	4		2		3			1				2	33

Appendix B

TABLE 17B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only
(in numbers)

LAWRENCE UNIVERSITY

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology	1																												1	2
Art																														
Area studies																														
Biology			1												1															2
Business admin./mgmt.																														
Chemistry																														
Classics														1																1
Economics				3																										3
Education																													1	1
English							1																							1
Foreign languages																														
Geology																														
Health professions																														
History																	1													1
Mathematics				1															1											2
Music											2									2										4
Philosophy																														
Physics																														
Political science/govt.																														
Psychology											1				1		1													3
Religion																														
Sociology																														
Speech																														
Theater																											1			1
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total	1		1	4			1				3			1	2		2		1	2							1		2	21

Appendix B

TABLE 18A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only
(in numbers)

MACALESTER COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art																														
Area studies																														
Biology																4														4
Business admin./mgmt.																														
Chemistry						1										4														5
Classics																														
Economics					1																								1	2
Education																														
English																									1					1
Foreign languages	1															1														2
Geology					1										2			1												4
History																		2						1						3
Mathematics																			1											1
Music																		1												1
Philosophy																														
Physics																						2								2
Political science/govt.																		2												2
Psychology																2														2
Religion																														
Sociology																														
Speech																														
Theater																														
Urban studies																													1	1
Individually designed																														
Interdisciplinary																														
Other								1			1												1							3
Total	1				2	1		1			1				2	11		6	1			2	1	1	1				1	33

Appendix B

TABLE 18B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only
(in numbers)

MACALESTER COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology																		1												1
Art		1																												1
Area studies																										1				1
Biology					1										3														1	5
Business admin./mgmt.																														
Chemistry															1															1
Classics																														
Economics																														
Education											1																			1
English													2																	2
Foreign languages																	1													1
Geology																														
Health professions																														
History											1																			1
Mathematics																														
Music																														
Philosophy																														
Physics																														
Political science/govt.																	1													1
Psychology											1						2					1		1						5
Religion																								1						1
Sociology																								1	2					3
Speech																										1				1
Theater																														
Urban studies																												1		1
Individually designed																														
Interdisciplinary																														
Total		1			1						3		2		4		4	1				1		3	2	2		1	1	26

Appendix B

TABLE 19A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only
(in numbers)

MONMOUTH COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art																														
Area studies																														
Biology			1													1														2
Business admin./mgmt.												1						1												2
Chemistry						1										1														2
Classics																														
Economics																														
Education																													1	1
English																														
Foreign languages																														
Geology																														
History					1																		1							2
Mathematics						1																								1
Music																														
Philosophy																														
Physics																														
Political science/govt.					1			1															1							3
Psychology																														
Religion																														
Sociology					1											1														2
Speech																		1												1
Theater																														
Urban studies																														
Individually designed																													1	1
Interdisciplinary																														
Other																													1	1
Total			1		3	2		1				1				3		2					2						3	18

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TABLE 19B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only
(in numbers)

MONMOUTH COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology																														
Art																														
Area studies																														
Biology															1															1
Business admin./mgmt.				1																										1
Chemistry																														
Classics																														
Economics																														
Education											1																		2	3
English											1							1												2
Foreign languages																														
Geology																														
Health professions																														
History																														
Mathematics											1																			1
Music																		1		1										2
Philosophy																														
Physics																														
Political science/govt.																														
Psychology																													1	1
Religion																														
Sociology																														
Speech																													1	1
Theater																											1			1
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total				1							3				1			2		1							1		4	13

Appendix B

TABLE 20A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only (in numbers)

RIPON COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art																														
Area studies																													1	1
Biology												1				2													1	4
Business admin./mgmt.																														
Chemistry					1							1				2													1	5
Classics																														
Economics				1	1				2									1											1	6
Education																														
English																		1												1
Foreign languages																														
Geology																														
History					1																									1
Mathematics					1																								1	2
Music																														
Philosophy																					1									1
Physics																														
Political science/govt.																		1					1							2
Psychology																														
Religion																														
Sociology																														
Speech																		1												1
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Other																														
Total				1	4				2			2				4		4			1		1						5	24

Appendix B

TABLE 20B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only (in numbers)

RIPON COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology														1	1														1	3
Art																														
Area studies																														
Biology			1																											1
Business admin./mgmt.																														
Chemistry																														
Classics																														
Economics																		1												1
Education																														
English							1						1									1								3
Foreign languages																														
Geology																														
Health professions																														
History											1																			1
Mathematics																														
Music																														
Philosophy																														
Physics																														
Political science/govt.																	1													1
Psychology																														
Religion																														
Sociology																														
Speech																														
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary																														
Total			1				1				1		1	1	1		1	1				1							1	10

Appendix B

TABLE 21A

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Men Only
(in numbers)

ST. OLAF COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business/accounting	Business admin./mgmt.	Chemistry	Computer science	Communications	Economics	Ecology	Education	Engineering	English	Foreign languages	Geology	Health professions	History	Law	Mathematics	Music	Philosophy	Physics	Political science/govt.	Psychology	Religion	Sociology	Speech	Theater	Other (including interdisciplinary)	Total
Anthropology																														
Art																														
Area studies																		1												1
Biology			1	1												7														9
Business admin./mgmt.																														
Chemistry						1				1						7									1				2	12
Classics					1																				1					2
Economics				1														2											1	4
Education																														
English																														
Foreign languages																1														1
Geology																														
History																	1	1												2
Mathematics							1									1			2										2	6
Music																				2										2
Philosophy																2														2
Physics												2																		2
Political science/govt.													1					3												4
Psychology					1											2		1						2						6
Religion																		1							3					4
Sociology																		1												1
Speech													1			1		1									1			4
Theater																												1		1
Urban studies																														
Individually designed																									1					1
Interdisciplinary																									1					1
Other																														
Total			1	2	2	1	1			1		2	2			21	1	11	2	2				2	7		1	1	5	65

Appendix B

TABLE 21B

Graduate or Professional School Major by Undergraduate Major, 1975 Graduates, Women Only (in numbers)

ST. OLAF COLLEGE

Graduate/Professional School Major

Undergraduate Major	Anthropology	Art	Biology	Business admin./mgmt.	Chemistry	Classics	Communications	Computer science	Ecology	Economics	Education	Engineering	English	Foreign languages	Health professions	History	Law	Library science	Mathematics	Music	Political science/govt.	Psychology	Public Affairs	Religion	Sociology	Speech	Theater	Other	Field unknown	Total
Anthropology	1																													1
Art																														
Area studies																														
Biology			1						2						5														1	9
Business admin./mgmt.																														
Chemistry					2										2															4
Classics																														
Economics																														
Education											1																			1
English																														
Foreign languages														2	1			1											1	5
Geology																														
Health professions															3															3
History																1														1
Mathematics																			2											2
Music																				2										2
Philosophy																														
Physics																														
Political science/govt.											1						1				2									4
Psychology											1				1		1					3								6
Religion																								1						1
Sociology																												1		1
Speech											1													1						2
Theater																														
Urban studies																														
Individually designed																														
Interdisciplinary											1																			1
Total	1		1		2				2		5			2	12	1	2	1	2	2	2	3		2				1	2	43

Appendix B

TABLE 22A

Graduates Who Have Earned Higher Degrees and Those Who Have Not But Hope To, 1975 and Earlier Graduates, Men Only (in percentages)

Higher Degree Status	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
					1975 Men Graduates						
Have earned	0%[1]	0%[2]	0%[3]	0%[4]	0%[5]	0%[6]	0%[7]	0%[8]	0%[9]	0%[10]	0%[11]
Have not earned, but hope to	86	71	77	89	83	79	82	91	87	86	84
Total	86%	71%	77%	89%	83%	79%	82%	91%	87%	86%	84%
N =	73	83	47	85	91	49	77	75	60	55	148
					1970 Men Graduates						
Have earned	53%	31%		56%	51%						
Have not earned, but hope to	21	43		24	32						
Total	74%	74%		80%	83%						
N =	53	51		55	81						
					1965 Men Graduates						
Have earned	72%				74%	54%			56%		71%
Have not earned, but hope to	6				10	14			21		8
Total	78%				84%	68%			77%		79%
N =	65				91	37			34		138
					1960 Men Graduates						
Have earned			42%		58%		57%	59%		41%	
Have not earned, but hope to			18		11		9	5		9	
Total			60%		69%		66%	64%		50%	
N =			50		48		44	39		32	
In grad/prof school (1975 only):	29%[1]	26%[2]	30%[3]	40%[4]	32%[5]	34%[6]	38%[7]	40%[8]	25%[9]	39%[10]	46%[11]

TABLE 22B

Graduates Who Have Earned Higher Degrees and Those Who Have Not But Hope To, 1975 and Earlier Graduates, Women Only (in percentages)

Higher Degree Status	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
1975 Women Graduates											
Have earned	0%[1]	0%[2]	0%[3]	0%[4]	0%[5]	0%[6]	0%[7]	0%[8]	0%[9]	0%[10]	0%[11]
Have not earned, but hope to	85	69	86	92	82	81	79	85	73	75	75
Total	85%	69%	86%	92%	82%	81%	79%	85%	73%	75%	75%
N =	87	71	59	68	77	43	84	92	41	45	182
1970 Women Graduates											
Have earned	48%	30%		57%	33%						
Have not earned, but hope to	31	40		34	35						
Total	79%	70%		91%	68%						
N =	86	43		58	63						
1965 Women Graduates											
Have earned	33%				38%	24%			41%		33%
Have not earned, but hope to	26				18	22			27		32
Total	59%				56%	46%			68%		65%
N =	66				48	41			37		129
1960 Women Graduates											
Have earned			30%		39%		20%	11%		18%	
Have not earned, but hope to			18		44		24	19		23	
Total			48%		83%		44%	30%		41%	
N =			27		23		46	54		22	
In grad/prof school (1975 only):	13%[1]	15%[2]	15%[3]	37%[4]	28%[5]	38%[6]	18%[7]	24%[8]	19%[9]	13%[10]	20%[11]

Appendix B

TABLE 23A

Highest Degree Hoped for by 1975 Graduates and Highest Degree Earned to Date by Earlier Graduates
Men Only
(in percentages)

Highest Degree	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
1975 Men Graduates											
Master's	26%	27%	28%	19%	23%	22%	19%	19%	45%	33%	25%
Professional Master's	16	24	19	12	22	31	18	16	20	14	18
Ph.D. or equivalent	30	10	13	33	18	18	16	20	10	15	19
M.D., D.D.S., D.V.M., D.O., etc.	6	2	6	14	9	2	16	21	5	9	11
L.L.B. or J.D.	8	8	11	11	11	6	13	15	7	15	11
None	14	29	23	11	17	21	18	9	13	14	6
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	73	83	47	85	91	49	77	75	60	55	148
1970 Men Graduates											
Master's	19%	8%		11%	17%						
Professional Master's	6	6		13	17						
Ph.D. or equivalent	6	2		15	3						
M.D., D.D.S., D.V.M., D.O., etc.	8	0		9	1						
L.L.B. or J.D.	15	16		9	12						
None	46	68		43	50						
Total	100%	100%		100%	100%						
N =	53	51		55	81						
1965 Men Graduates											
Master's	23%				14%	16%			18%		20%
Professional Master's	14				19	14			15		19
Ph.D. or equivalent	23				28	19			9		14
M.D., D.D.S., D.V.M., D.O., etc.	5				3	0			3		11
L.L.B. or J.D.	8				10	5			12		7
None	27				26	46			43		29
Total	100%				100%	100%			100%		100%
N =	65				91	37			34		138
1960 Men Graduates											
Master's			16%		19%		14%	26%		13%	
Professional Master's			10		6		11	10		3	
Ph.D. or equivalent			8		25		14	10		13	
M.D., D.D.S., D.V.M., D.O., etc.			6		4		7	5		3	
L.L.B. or J.D.			2		4		11	8		9	
None			58		42		43	41		59	
Total			100%		100%		100%	100%		100%	
N =			50		48		44	39		32	

Appendix B

TABLE 23B

Highest Degree Hoped for by 1975 Graduates and Highest Degree Earned to Date by Earlier Graduates Women Only (in percentages)

Highest Degree	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
	1975 Women Graduates										
Master's	43%	37%	36%	24%	42%	30%	39%	35%	44%	49%	42%
Professional Master's	25	18	32	27	22	23	20	24	22	13	15
Ph.D. or equivalent	14	4	12	25	13	12	12	16	5	9	10
M.D., D.D.S., D.V.M., D.O., etc.	2	1	3	6	5	9	1	2	2	2	6
L.L.B. or J.D.	1	9	3	10	0	7	7	8	0	2	2
None	15	31	14	8	18	19	21	15	27	25	25
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	87	71	59	68	77	43	84	92	41	45	182
	1970 Women Graduates										
Master's	21%	16%		33%	21%						
Professional Master's	21	7		12	10						
Ph.D. or equivalent	1	5		2	2						
M.D., D.D.S., D.V.M., D.O., etc.	1	0		7	2						
L.L.B. or J.D.	4	2		3	0						
None	52	70		43	65						
Total	100%	100%		100%	100%						
N =	86	43		58	63						
	1965 Women Graduates										
Master's	17%				25%	7%			14%		19%
Professional Master's	12				8	15			22		10
Ph.D. or equivalent	2				4	2			5		2
M.D., D.D.S., D.V.M., D.O., etc.	2				0	0			0		2
L.L.B. or J.D.	2				0	0			0		0
None	65				63	76			59		67
Total	100%				100%	100%			100%		100%
N =	66				48	41			37		129
	1960 Women Graduates										
Master's			19%		9%		11%	7%		18%	
Professional Master's			11		17		7	2		0	
Ph.D. or equivalent			0		13		2	2		0	
M.D., D.D.S., D.V.M., D.O., etc.			0		0		0	0		0	
L.L.B. or J.D.			0		0		0	0		0	
None			70		61		80	89		82	
Total			100%		100%		100%	100%		100%	
N =			27		23		46	54		22	

Appendix B

TABLE 24A

Medical, Law and Ph.D. Degrees: Graduates Who Have Earned Them and Those Who Have Not But Hope To, 1975 and Earlier Graduates
Men Only
(in percentages)

	Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
Men 1975 Graduates											
Medical Degrees Earned	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Medical Degrees Hoped For	6	2	6	14	9	2	16	21	5	9	11
Law Degree Earned	0	0	0	0	0	0	0	0	0	0	0
Law Degrees Hoped For	8	8	11	11	11	6	13	15	7	15	11
Ph.D. Degree Earned	0	0	0	0	0	0	0	0	0	0	0
Ph.D. Degrees Hoped For	30	10	13	33	18	18	16	20	10	15	19
All Three - Earned	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All Three - Hoped For	44	20	30	58	38	26	45	56	22	39	41
N =	73	83	47	85	91	49	77	75	60	55	148
Men 1970 Graduates											
Medical Degrees Earned	8%	0%		9%	1%						
Medical Degrees Hoped For	0	0		0	1						
Law Degrees Earned	15	16		9	12						
Law Degrees Hoped For	2	8		4	7						
Ph.D. Degrees Earned	6	2		15	3						
Ph.D. Degrees Hoped For	6	6		9	4						
All Three - Earned	29%	18%		33%	16%						
All Three - Hoped For	8	14		13	12						
N =	53	51		55	81						
Men 1965 Graduates											
Medical Degrees Earned	5%				3%	0%			3%		11%
Medical Degrees Hoped For	0				0	0			0		0
Law Degrees Earned	8				10	5			12		7
Law Degrees Hoped For	1				0	0			0		2
Ph.D. Degrees Earned	23				28	19			9		14
Ph.D. Degrees Hoped For	0				0	0			0		1
All Three - Earned	36%				41%	24%			24%		32%
All Three - Hoped For	1				0	0			0		3
N =	65				91	37			34		138
Men 1960 Graduates											
Medical Degrees Earned			6%		4%		7%	5%		3%	
Medical Degrees Hoped For			0		0		0	0		0	
Law Degrees Earned			2		4		11	8		9	
Law Degrees Hoped For			0		4		0	3		0	
Ph.D. Degrees Earned			8		25		14	10		13	
Ph.D. Degrees Hoped For			4		0		0	0		3	
All Three - Earned			16%		33%		32%	23%		25%	
All Three - Hoped For			4		4		0	3		3	
N =			50		48		44	39		32	

Appendix B

TABLE 24B

Medical, Law and Ph.D. Degrees: Graduates Who Have Earned Them and Those Who Have Not But Hope To, 1975 and Earlier Graduates

Women Only
(in percentages)

	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
					Women 1975 Graduates						
Medical Degrees Earned	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Medical Degrees Hoped For	2	1	3	6	5	9	1	2	2	2	6
Law Degrees Earned	0	0	0	0	0	0	0	0	0	0	0
Law Degrees Hoped For	1	9	3	10	0	7	7	8	0	2	2
Ph.D. Degrees Earned	0	0	0	0	0	0	0	0	0	0	0
Ph.D. Degrees Hoped For	14	4	12	25	13	12	12	16	5	9	10
All Three - Earned	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All Three - Hoped For	17	14	18	41	18	28	20	26	7	13	18
N =	87	71	59	68	77	43	84	92	41	45	182
					Women 1970 Graduates						
Medical Degrees Earned	1%	0%		7%	2%						
Medical Degrees Hoped For	2	0		2	0						
Law Degrees Earned	4	2		3	0						
Law Degrees Hoped For	5	2		3	0						
Ph.D. Degrees Earned	1	5		2	2						
Ph.D. Degrees Hoped For	3	2		7	5						
All Three - Earned	6%	7%		12%	4%						
All Three - Hoped For	10	4		12	5						
N =	86	43		58	63						
					Women 1965 Graduates						
Medical Degrees Earned	2%				0%	0%			0%		2%
Medical Degrees Hoped For	0				0	0			0		0
Law Degrees Earned	2				0	0			0		0
Law Degrees Hoped For	0				0	2			0		0
Ph.D. Degrees Earned	2				4	2			5		2
Ph.D. Degrees Hoped For	0				0	5			0		2
All Three - Earned	6%				4%	2%			5%		4%
All Three - Hoped For	0				0	7			0		2
N =	66				48	41			37		129
					Women 1960 Graduates						
Medical Degrees Earned			0%		0%		0%	0%		0%	
Medical Degrees Hoped For			0		0		0	0		0	
Law Degrees Earned			0		0		0	0		0	
Law Degrees Hoped For			0		4		0	0		0	
Ph.D. Degrees Earned			0		13		2	2		0	
Ph.D. Degrees Hoped For			0		0		0	2		0	
All Three - Earned			0%		13%		2%	2%		0%	
All Three - Hoped For			0		4		0	2		0	
N =			27		23		46	54		22	

Appendix B

TABLE 25

Life Goals Considered "Essential" or "Very Important", 1975 Graduates, by Sex (in percentages

Life Goals	Beloit		Coe		Cornell		Grinnell		Knox		Lake Forest		Lawrence		Macalester		Monmouth		Ripon		St. Olaf	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	1975 Graduates																					
Helping others	67	83	80	89	83	85	75	85	75	85	76	84	71	77	75	80	70	91	86	80	82	89
Improving the quality of life	70	83	76	82	77	73	75	78	68	86	72	71	69	67	76	69	52	74	66	81	77	80
Engaging in hobbies & leisure time activities	61	69	72	76	61	82	79	79	62	76	76	79	77	79	60	74	73	75	68	79	71	84
Becoming an authority in my field	61	60	59	57	67	57	63	48	62	44	63	72	62	66	51	65	72	41	71	54	70	51
Raising a family	40	45	48	61	51	52	37	34	43	35	64	61	47	48	38	37	62	73	62	54	53	54
Obtaining recognition from my colleagues	49	37	48	43	59	45	47	42	55	34	39	52	51	41	47	50	51	41	45	36	44	32
Becoming involved in community activities	35	47	41	46	39	52	40	44	29	42	49	41	24	49	35	49	41	48	51	36	46	55
Being involved in efforts to improve health	24	48	47	58	33	47	45	59	27	47	29	44	36	45	42	36	48	34	39	30	44	56
Cleaning up the environment	43	33	50	36	39	25	38	39	29	43	29	33	25	32	35	23	40	32	38	50	36	32
Being very well-off financially	34	28	42	29	33	22	35	28	31	17	33	36	34	23	28	24	47	34	53	23	29	18
Being successful in a business of my own	26	16	35	32	31	18	24	19	24	14	39	30	32	8	30	12	34	23	40	11	34	7
Fulfilling religious commitment	26	23	31	45	23	37	18	19	19	21	19	20	29	19	22	22	30	41	33	26	60	55
Becoming accomplished in the creative or performing arts	37	49	20	36	31	32	33	31	30	27	35	34	26	36	25	29	22	23	22	36	29	26
Writing original works	29	23	18	22	18	17	24	24	25	13	29	18	14	11	27	19	18	22	14	9	15	13
Becoming a community leader	16	7	19	11	26	12	19	4	14	14	19	12	15	8	15	12	21	9	26	9	20	12
Making a theoretical contribution to science	21	7	6	6	10	2	17	15	19	6	9	9	15	9	10	7	15	4	14	7	13	7

N varies by each life goal, college and sex; in no case did fewer than 96% of the group respond.

TABLE 26A

Skills and Competencies Needed for Success in Chosen Endeavors and Effectiveness of College in Developing Them, 1975 and Earlier Graduates, Men and Women Combined (in percentages)

Skills and Competencies	Beloit		Coe		Cornell		Grinnell		Knox		Lake Forest		Lawrence		Macalester		Monmouth		Ripon		St. Olaf	
	E[1]	SE[1]	E	SE	E	SE	E	SE	E	SE	E	SE	E	SE	E	SE	E	SE	E	SE	E	SE
	1975 Graduates																					
Acquire new skills on my own	68%	24%	55%	40%	59%	35%	70%	24%	61%	33%	62%	28%	68%	27%	64%	27%	42%	42%	55%	40%	62%	33%
Choose among alternative courses of action	39	48	40	52	46	44	48	41	43	46	31	56	40	47	40	45	47	42	45	45	47	44
Communicate orally effectively	39	41	38	46	55	31	39	43	34	44	35	44	29	46	30	52	35	40	39	48	37	47
Think analytically	74	20	62	35	62	34	79	19	70	27	54	43	83	16	60	32	42	51	65	33	63	32
Function as team member	35	38	42	44	41	36	36	34	47	31	34	39	33	43	33	45	52	36	52	40	48	34
Sensitivity to needs of others	46	38	41	42	52	33	56	35	49	34	40	38	38	47	40	46	41	45	53	30	55	36
Formulate creative ideas and solutions	48	39	31	58	45	46	49	41	49	41	38	51	43	41	40	46	38	40	42	44	38	44
Apply undergraduate knowledge to new problems	52	36	44	44	46	43	62	31	51	39	42	40	51	40	50	40	40	48	54	34	52	41
Organize and supervise work of others	26	32	31	39	28	41	22	37	30	39	21	39	28	37	20	32	37	39	33	47	23	49
Write well	54	34	31	43	50	35	58	33	37	46	52	38	50	39	39	43	33	40	44	37	37	46
Cope with moral and ethical issues	38	36	33	39	39	38	40	39	38	38	34	36	29	38	37	41	30	39	29	38	45	45
Solve complex problems	31	43	18	51	21	47	30	48	26	45	25	48	30	52	22	45	17	42	27	47	20	46
Place problems in perspective	49	36	26	48	34	46	49	39	43	42	41	42	37	46	49	41	25	45	35	45	34	48
Artistic and creative expression	40	32	20	38	40	39	23	40	30	37	23	43	26	38	24	40	26	36	24	36	27	47
Use the political process	15	31	14	37	24	30	21	41	19	31	12	32	12	34	23	37	15	30	16	47	8	37
Use sophisticated quantitative tools	17	32	16	34	17	41	22	39	18	47	18	26	30	31	20	35	21	30	19	43	19	38
N =	149-167		140-153		97-105		153-166		154-170		82-93		144-159		154-172		96-103		93-102		296-330	
	1970 Graduates																					
Acquire new skills on my own	60%	34%	45%	48%			68%	26%	62%	33%												
Choose among alternative courses of action	34	53	34	54			36	52	38	51												
Communicate orally effectively	30	44	39	42			36	48	34	47												
Think analytically	61	36	56	37			78	21	65	29												
Function as team member	28	46	36	50			24	35	36	53												
Sensitivity to needs of others	38	42	33	44			44	43	48	45												
Formulate creative ideas and solutions	37	51	35	42			37	54	36	53												
Apply undergraduate knowledge to new problems	37	46	36	48			54	35	47	41												
Organize and supervise work of others	15	30	24	43			11	44	13	51												
Write well	50	36	42	43			58	36	40	40												
Cope with moral and ethical issues	30	55	19	55			49	42	37	46												
Solve complex problems	25	40	17	51			26	50	21	57												
Place problems in perspective	46	39	29	52			63	29	45	36												
Artistic and creative expression	24	41	21	29			12	47	23	41												
Use the political process	7	43	16	42			21	50	13	48												
Use sophisticated quantitative tools	8	31	13	34			15	37	10	39												
N =	117-135		79-92				95-110		123-140													

[1] E=Effective; SE=Somewhat effective.

Appendix B

TABLE 26B

Skills and Competencies Needed for Success in Chosen Endeavors and Effectiveness of College in Developing Them, 1975 and Earlier Graduates, Men and Women Combined (in percentages)

Skills and Competencies	Beloit E[1]	Beloit SE[1]	Coe E	Coe SE	Cornell E	Cornell SE	Grinnell E	Grinnell SE	Knox E	Knox SE	Lake Forest E	Lake Forest SE	Lawrence E	Lawrence SE	Macalester E	Macalester SE	Monmouth E	Monmouth SE	Ripon E	Ripon SE	St. Olaf E	St. Olaf SE
1965 Graduates																						
Acquire new skills on my own	57%	39%							58%	35%	43%	46%					58%	36%			54%	40%
Choose among alternative courses of action	34	52							47	40	31	46					21	52			39	49
Communicate orally effectively	35	41							36	44	28	46					41	51			34	53
Think analytically	67	31							65	33	50	43					49	46			55	40
Function as team member	38	41							31	37	20	48					47	38			38	41
Sensitivity to needs of others	33	52							37	41	37	57					45	43			49	38
Formulate creative ideas and solutions	35	43							47	45	19	60					33	56			31	52
Apply undergraduate knowledge to new problems	43	43							44	43	33	41					48	40			37	48
Organize and supervise work of others	21	37							18	32	11	31					29	50			24	38
Write well	59	28							45	45	41	42					49	32			45	43
Cope with moral and ethical issues	32	49							37	44	34	32					32	51			58	35
Solve complex problems	15	47							24	48	13	41					20	53			17	52
Place problems in perspective	42	44							46	41	40	35					38	40			39	49
Artistic and creative expression	23	41							24	40	15	47					23	49			35	36
Use the political process	19	40							27	38	13	33					15	38			10	40
Use sophisticated quantitative tools	8	34							11	42	7	26					12	38			15	32
N =	112-130								114-135		58-74						57-67				210-256	
1960 Graduates																						
Acquire new skills on my own					55%	36%			62%	32%			72%	26%	57%	35%			52%	42%		
Choose among alternative courses of action					36	47			41	42			40	46	39	48			39	51		
Communicate orally effectively					41	45			49	40			46	39	42	46			46	38		
Think analytically					48	44			77	21			58	42	55	42			73	24		
Function as team member					48	39			34	42			35	48	40	41			40	42		
Sensitivity to needs of others					47	38			41	41			39	45	45	40			34	42		
Formulate creative ideas and solutions					40	44			41	44			39	49	40	48			39	47		
Apply undergraduate knowledge to new problems					41	44			62	32			38	45	51	42			46	37		
Organize and supervise work of others					30	34			18	42			26	30	22	42			20	45		
Write well					43	48			58	33			60	24	37	51			51	33		
Cope with moral and ethical issues					39	42			38	43			34	40	46	44			30	37		
Solve complex problems					21	37			24	51			19	37	11	48			22	47		
Place problems in perspective					37	37			35	46			46	39	39	42			30	50		
Artistic and creative expression					31	37			26	40			35	37	33	29			20	46		
Use the political process					16	36			14	58			11	43	21	46			20	31		
Use sophisticated quantitative tools					12	30			21	39			9	34	6	38			18	31		
N =					60-74				57-67				74-88		71-85				43-52			

[1] E=Effective; SE=Somewhat effective.

Appendix B

TABLE 27A

Five Disciplines Most Frequently Mentioned as "Areas In Which I Wish I Had Taken More Courses As An Undergraduate," 1975 and Earlier Graduates, Men Only (in percentages)

College	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Beloit	For. Languages	27%	Bus. Admin/Mgmt.	30%	Economics	26%		
	Economics	23	Art	23	Bus. Admin/Mgmt.	21		
	Art	19	History	23	Anthropology	18		
	Mathematics	19	Computer Science	21	Art	17		
	Music	16	Accounting	19	Accounting	17		
			Economics	19	History	17		
			Philosophy	19				
	N =	79	N =	53	N =	65		
Coe	Computer Science	21%	Bus. Admin/Mgmt.	29%				
	Mathematics	21	Accounting	27				
	Accounting	20	Computer Science	20				
	Bus. Admin/Mgmt.	18	Economics	20				
	Art	16	Mathematics	16				
	Communications	16	Pol. Science	16				
	N =	84	N =	51				
Cornell	History	24%					Bus. Admin/Mgmt	26%
	Bus. Admin/Mgmt.	22					Economics	20
	Economics	18					Accounting	18
	For. Languages	18					Communications	16
	Philosophy	18					Computer Science	16
							Mathematics	16
	N =	50					N =	50
Grinnell	For. Languages	29%	History	25%				
	Philosophy	29	Art	24				
	Biology	26	Economics	24				
	Computer Science	24	English	22				
	Art	21	Philosophy	18				
	N =	90	N =	55				
Knox	Computer Science	32%	Bus. Admin/Mgmt.	23%	Accounting	23%	History	29%
	For. Languages	24	Economics	21	Computer Science	22	Computer Science	23
	Philosophy	23	Accounting	17	Law	22	Bus. Admin/Mgmt.	19
	Biology	21	Philosophy	16	Economics	21	Accounting	17
	Mathematics	20	Computer Science	15	Bus. Admin/Mgmt.	20	Economics	15
	Physics	20	Geology	15			Music	15
	N =	95	N =	81	N =	91	N =	48
Lake Forest	Economics	22%			Bus. Admin/Mgmt.	40%		
	For. Languages	22			Accounting	30		
	Accounting	18			Computer Science	24		
	Computer Science	18			Communications	22		
	English	18			Economics	13		
					English	13		
	N =	51			N =	37		
Lawrence	For. Languages	31%					Bus. Admin/Mgmt.	39%
	Economics	26					Accounting	23
	History	21					Economics	18
	Law	20					Law	18
	Philosophy	20					Psychology	18
	N =	80					N =	44
Macalester	English	27%					Bus. Admin/Mgmt.	23%
	Economics	22					Computer Science	23
	Philosophy	22					Accounting	15
	Mathematics	21					Industrial Rel.	15
	History	19					Economics	15
	N =	78					N =	39

TABLE 27A (cont'd)

Five Disciplines Most Frequently Mentioned as "Areas In Which I Wish I Had Taken More Courses As An Undergraduate," 1975 and Earlier Graduates, Men Only (in percentages)

Page Two

College	1975 Graduates		1970 Graduates	1965 Graduates		1960 Graduates	
Monmouth	Mathematics	28%		Bus. Admin/Mgmt.	29%		
	Bus. Admin/Mgmt.	23		Economics	21		
	Law	23		Accounting	18		
	Computer Science	20		English	18		
	Psychology	18		Psychology	18		
	N =	61		N =	34		
Ripon	Bus. Admin/Mgmt.	34%				Bus. Admin/Mgmt.	50%
	Economics	29				Accounting	31
	Accounting	24				Economics	22
	Mathematics	22				Law	19
	Philosophy	20				Industrial Rel.	12
						Communications	12
	N =	59				Computer Science	12
						N =	32
St. Olaf	English	25%		Bus. Admin/Mgmt.	27%		
	For. Languages	24		Economics	18		
	History	24		Art	17		
	Art	23		Accounting	17		
	Philosophy	22		Computer Science	17		
				For. Languages	17		
	N =	151		Law	17		
				N =	138		

TABLE 27B

Five Disciplines Most Frequently Mentioned as
"Areas In Which I Wish I Had Taken More Courses As An Undergraduate,"
1975 and Earlier Graduates, Women Only
(in percentages)

College	1975 Graduates		1970 Graduates		1965 Graduates		1960 Graduates	
Beloit	Art	32%	Art	46%	Art	27%		
	For. Languages	32	For. Languages	26	Economics	20		
	Psychology	29	History	23	For. Languages	18		
	Music	27	Anthropology	20	Architecture	17		
	English	23	Music	20	Biology	17		
	N =	90	N =	86	N =	66		
Coe	For. Languages	24%	Communications	23%				
	Accounting	23	Art	19				
	Bus. Admin/Mgmt.	23	Economics	19				
	Education	16	Health Professions	19				
	History	16	Biology	16				
	Psychology	16	Computer Science	16				
			Psychology	16				
	N =	74	N =	43				
Cornell	English	30%					Art	22%
	Art	28					Bus. Admin/Mgmt.	15
	Philosophy	23					Communications	15
	Religion	22					History	15
	History	20					Library Science	15
	N =	60					N =	27
Grinnell	Art	35%	Art	31%				
	Biology	27	For. Languages	31				
	For. Languages	27	Ecology	26				
	Music	27	Music	26				
	Mathematics	24	Anthropology	21				
			History	24				
	N =	75	N =	58				
Knox	Art	26%	Art	30%	Art	35%	Art	30%
	Psychology	26	Economics	21	For. Languages	23	Economics	22
	Economics	23	Biology	19	Psychology	19	History	22
	History	20	Anthropology	16	Communications	17	Music	22
	Bus. Admin/Mgmt.	19	Accounting	16	History	17	Pol. Science	17
	For. Languages	19	History	16	Mathematics	17		
	N =	78	N =	63	N =	48	N =	23
Lake Forest	Communications	29%			Public Affairs, Social Work	29%		
	Art	27			Communications	24		
	Bus. Admin/Mgmt.	27			Bus. Admin/Mgmt.	22		
	Economics	24			Art	19		
	Mathematics	24			Biology	19		
					Music	19		
	N =	45			N =	41		
Lawrence	Psychology	29%					Art	22%
	Art	28					Health Profess.	17
	History	28					Music	17
	For. Languages	25					Ecology	11
	Communications	21					English	11
							Psychology	11
							Public Affairs	11
							Theater	11
	N =	85					N =	46

Appendix B

TABLE 27B (cont'd)

Five Disciplines Most Frequently Mentioned as "Areas In Which I Wish I Had Taken More Courses As An Undergraduate," 1975 and Earlier Graduates, Women Only (in percentages)

Page Two

College	1975 Graduates		1970 Graduates	1965 Graduates		1960 Graduates	
Macalester	Art	25%				Anthropology	20%
	For. Languages	25				Art	20
	Economics	24				For. Languages	20
	Communications	23				Pol. Science	17
	History	23				History	15
						Home Economics	15
	N =	97				N =	54
Monmouth	Communications	27%		Art	27%		
	Public Aff/Serv.	27		Psychology	26		
	Art	23		Accounting	16		
	Sociology	23		Biology	13		
	Psychology	20		Bus. Admin/Mgmt.	13		
				Ecology	13		
				Education	13		
				History	13		
	N =	44		N =	37		
Ripon	Psychology	31%				Health Profess.	23%
	Art	29				Anthropology	18
	Philosophy	22				Art	18
	Pol. Sci/Gov.	20				Communications	18
	Communications	18				Computer Science	18
	Economics	18				Economics	18
	Education	18				English	18
	History	18					
	N =	45				N =	22
St. Olaf	Art	27%		Art	30%		
	For. Languages	27%		Music	19		
	Psychology	25		For. Languages	16		
	English	22		History	16		
	History	22		Psychology	16		
	N =	188		N =	129		

Appendix B

TABLE 28

The Certificates and Licenses Earned Since Graduation by Earlier Graduates, by Field and Sex (in percentages)

Certificates and Licenses Earned Since Graduation		1970, 1965 and 1960 Graduates
		Men
Teaching Certificate		22%
Certified Life Underwriter		6
Certified Public Accountant		7
FCC License		7
Life Insurance		11
Real Estate Broker		14
Stock/Securities Broker		5
Technician		2
Other		26
	Total	100%
	N =	107
		Women
Teaching Certificate		54%
Medical Technician		5
Real Estate		8
Registered Nurse		3
Social Worker		5
Speech Pathologist		3
Other		22
	Total	100%
	N =	90

Appendix B

TABLE 29

1975 Graduates Who Earned Teaching Certificates and Who Are Employed Full Time, by Type of Position and Sex (in percentages)

Position	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	Men										
In teaching positions	0%	56%	80%	0%	50%	67%	13%	0%	57%	50%	58%
In other positions	100	44	20	100	50	33	87	100	43	50	42
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	3	9	5	1	6	3	8	1	7	2	19
	Women										
In teaching positions	60%	64%	82%	60%	90%	100%	50%	75%	65%	92%	74%
In other positions	40	36	18	40	10	0	50	25	35	8	26
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	10	11	22	5	10	3	30	4	17	12	38

Appendix B

TABLE 30

Enrollment in Continuing Education Programs by Earlier Graduates, by Sex (in percentages)

Year of Graduation and College	Enrolled Now or in the Past	Never Enrolled	N= 100%	Enrolled Now or in the Past	Never Enrolled	N= 100%
	Men			Women		
1970						
Beloit	44%	56%	(52)	53%	47%	(86)
Coe	42	58	(48)	40	60	(43)
Grinnell	36	64	(53)	49	51	(57)
Knox	39	61	(77)	47	53	(60)
1965						
Beloit	31%	69%	(64)	42%	58%	(66)
Knox	32	68	(91)	40	60	(48)
Lake Forest	38	62	(37)	49	51	(41)
Monmouth	24	76	(34)	43	57	(37)
St. Olaf	47	53	(136)	49	51	(128)
1960						
Cornell	54%	46%	(50)	56%	44%	(27)
Knox	49	51	(47)	41	59	(22)
Lawrence	43	57	(44)	36	64	(44)
Macalester	41	59	(39)	40	60	(52)
Ripon	47	53	(32)	36	64	(22)

Appendix B

TABLE 31

Reasons[1] for Current or Past Enrollment in Continuing Education of 1970, 1965 and 1960 Graduates, by Sex (in percentages)

Year of Graduation and College	Work-Related Reasons	General Interest	C.E.U. Credit	100%= N	Work-Related Reasons	General Interest	C.E.U. Credit	100%= N
	Men				Women			
1970								
Beloit	83%	52%	4%	(23)	72%	72%	9%	(46)
Coe	95	30	10	(20)	88	47	18	(17)
Grinnell	84	53	0	(19)	68	64	11	(28)
Knox	83	40	13	(30)	68	61	7	(28)
1965								
Beloit	70%	45%	5%	(20)	57%	75%	7%	(28)
Knox	79	38	0	(29)	68	58	0	(19)
Lake Forest	71	36	14	(14)	70	60	0	(20)
Monmouth	100	62	0	(8)	87	25	12	(16)
St. Olaf	84	42	11	(64)	75	62	14	(63)
1960								
Cornell	82%	41%	7%	(27)	80%	67%	0%	(15)
Knox	96	44	0	(23)	78	78	22	(9)
Lawrence	74	53	16	(19)	75	69	6	(16)
Macalester	81	50	0	(16)	81	67	0	(21)
Ripon	87	33	7	(15)	62	50	0	(8)

[1] Respondents marked all the reasons they considered applicable; rows do not total to 100%.

Appendix B

TABLE 32A

Graduated from Same College at Which Began Undergraduate Education, 1975 and Earlier Graduates, Men Only (in percentages)

Same College	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
1975 Men Graduates											
Yes	72%	76%	92%	87%	82%	49%	93%	82%	71%	88%	91%
No	28	24	8	13	18	51	7	18	29	12	9
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	78	83	50	90	94	51	80	77	59	57	151
1970 Men Graduates											
Yes	94%	84%		93%	89%						
No	6	16		7	11						
Total	100%	100%		100%	100%						
N =	52	51		55	81						
1965 Men Graduates											
Yes	86%				93%	68%			76%		85%
No	14				7	32			24		15
Total	100%				100%	100%			100%		100%
N =	65				91	37			33		136
1960 Men Graduates											
Yes			90%		90%		74%	68%		56%	
No			10		10		26	32		44	
Total			100%		100%		100%	100%		100%	
N =			50		48		39	38		32	

Appendix B

TABLE 32B

Graduated from Same College at Which Began Undergraduate Education, 1975 and Earlier Graduates, Women Only (in percentages)

Same College	Beloit	Coe	Cornell	Grinnell	Knox	Lake Forest	Lawrence	Macalester	Monmouth	Ripon	St. Olaf
	1975 Women Graduates										
Yes	78%	73%	92%	83%	78%	71%	95%	79%	86%	95%	91%
No	22	20	8	17	22	29	5	21	14	5	9
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	90	74	60	75	78	45	85	97	43	43	188
	1970 Women Graduates										
Yes	91%	72%		93%	94%						
No	9	28		7	6						
Total	100%	100%		100%	100%						
N =	85	43		57	62						
	1965 Women Graduates										
Yes	86%				85%	85%			84%		87%
No	14				15	15			16		13
Total	100%				100%	100%			100%		100%
N =	66				48	40			37		126
	1960 Women Graduates										
Yes			92%		87%		58%	87%		65%	
No			8		13		42	13		35	
Total			100%		100%		100%	100%		100%	
N =			26		23		43	53		20	

Appendix B

TABLE 33A

Years Required to Complete Undergraduate Degree, 1975 and Earlier Graduates, Men Only (in percentages)

Years to Complete Degree		Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
		1975 Men Graduates										
Three		2%	0%	2%	1%	1%	2%	1%	5%	3%	3%	2%
Four		63	77	88	87	75	63	77	69	75	93	93
Five		27	12	6	11	17	15	17	21	10	2	3
Six		5	2	0	0	3	10	1	3	5	2	2
Over Six		2	8	4	1	4	10	4	3	7	0	1
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	N =	79	84	50	90	94	51	79	77	59	57	150
		1970 Men Graduates										
Three		6%	0%		0%	0%						
Four		89	82		95	94						
Five		5	8		5	5						
Six		0	4		0	0						
Over Six		0	6		0	1						
	Total	100%	100%		100%	100%						
	N =	53	51		55	81						
		1965 Men Graduates										
Three		0%				2%	0%			3%		2%
Four		91				91	62			70		86
Five		9				6	19			18		9
Six		0				0	5			6		1
Over Six		0				1	14			3		2
	Total	100%				100%	100%			100%		100%
	N =	65				91	37			34		136
		1960 Men Graduates										
Three				6%		0%		0%	2%		6%	
Four				78		90		93	72		69	
Five				16		6		5	18		19	
Six				0		2		2	0		0	
Over Six				0		2		0	8		6	
	Total			100%		100%		100%	100%		100%	
	N =			50		48		41	39		32	

Appendix B

TABLE 33B

Years Required to Complete Undergraduate Degree, 1975 and Earlier Graduates, Women Only (in percentages)

Years to Complete Degree		Beloit	Coe	Cor-nell	Grin-nell	Knox	Lake Forest	Law-rence	Macal-ester	Mon-mouth	Ripon	St. Olaf
		1975 Women Graduates										
Three		2%	3%	2%	1%	5%	0%	1%	4%	5%	7%	3%
Four		73	77	88	85	90	78	89	79	84	86	93
Five		17	7	5	12	3	9	5	9	4	5	4
Six		3	3	2	1	1	7	1	2	0	2	0
Over Six		4	11	3	0	1	7	4	5	7	0	1
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	N =	90	74	60	74	78	45	85	97	44	44	188
		1970 Women Graduates										
Three		9%	5%		4%	3%						
Four		88	67		91	97						
Five		3	14		5	0						
Six		0	2		0	0						
Over Six		0	12		0	0						
	Total	100%	100%		100%	100%						
	N =	85	43		57	63						
		1965 Women Graduates										
Three		5%				4%	0%			0%		2%
Four		91				92	93			97		96
Five		3				2	2			0		2
Six		1				2	0			0		0
Over Six		0				0	5			3		0
	Total	100%				100%	100%			100%		100%
	N =	66				48	41			36		127
		1960 Women Graduates										
Three				4%		0%		0%	9%		4%	
Four				93		92		86	81		87	
Five				3		4		5	6		5	
Six				0		4		5	2		2	
Over Six				0		0		4	2		2	
	Total			100%		100%		100%	100%		100%	
	N =			27		23		43	54		20	